

GOVERNMENT OF INDIA  
MINISTRY OF HOME AFFAIRS

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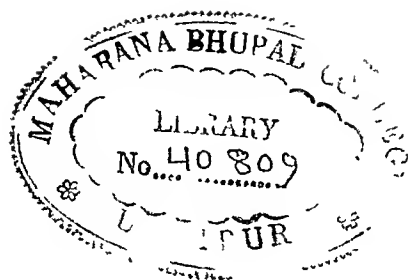


REPORT  
OF THE  
COMMISSIONER  
FOR  
LINGUISTIC MINORITIES  
(SECOND REPORT)

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This Second Report, under Article 350B(2) of the Constitution, is being submitted to the President through the Ministry of Home Affairs, Government of India, New Delhi.

(Sd.) B. MALIK,

*Commissioner for Linguistic Minorities.*

ALLAHABAD;

*Dated, February 11, 1960.*



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## INTRODUCTION

The Office of the Commissioner for Linguistic Minorities was created under Article 350B(2) of the Constitution which provides for the appointment by the President of a Special Officer who is to investigate all matters relating to the safeguards provided for linguistic minorities under the Constitution.

2 The Commissioner assumed office on July 30, 1957. His First Report covering the period July 30, 1957 to July 31, 1958 was submitted on December 23, 1958. This is the Second Report and covers the period August 1, 1958 to July 31, 1959.

3. For the sake of convenience the Report has been divided into six chapters. Chapter I briefly enumerates the safeguards provided for linguistic minorities.

4. Chapters II to V indicate the manner and the extent of implementation of the safeguards by the State Governments in matters relating to education, use of minority language for official purposes, recruitment to services and equal opportunities for all in trade and commerce respectively.

5 Chapter VI gives the conclusions reached by the Commissioner and his recommendations and suggestions for the implementation of safeguards for linguistic minorities.

6 Statistical data have been given in the form of various appendices at the end of the Report.

7. Before concluding the Commissioner would like to express his thanks to the State Governments for their cooperation and the assistance rendered to him and the Assistant Commissioner in the course of their tours.

## CHAPTER I

### *Safeguards for Linguistic Minorities*

The specific safeguards provided for linguistic minorities in the Constitution are:—

**Article 29.**—(1) Any section of the citizens residing in the territory of India or any part thereof having a distinct language, script or culture of its own, shall have the right to conserve the same.

(2) No citizen shall be denied admission into any educational institution maintained by State or receiving aid out of State funds on grounds only of religion, race, caste, language or any of them.

**Article 30.**—(1) All minorities whether based on religion or language shall have the right to establish and administer educational institutions of their choice.

(2) The State shall not, in granting aid to educational institutions discriminate against any educational institution on the ground that it is under the management of a minority, whether based on religion or language.

**Article 350**—Every person shall be entitled to submit a representation for the redress of any grievance to any officer or authority of the Union or a State in any of the language used in the Union or in the State, as the case may be

2. The Constitution contains certain other provisions guaranteeing to all its citizens certain fundamental rights, such as equality before the law (Article 14), prohibition of discrimination on grounds of religion, race, etc. (Article 15), equality of opportunity in matters of public employment (Article 16). These also operate as safeguards for linguistic minorities in matters of vital importance. Reference may be invited to Article 347 which provides that:—

“On a demand being made in that behalf, the President may, if he is satisfied that a substantial proportion of the population of a State desire the use of any languages spoken by them to be recognized by that State, direct that such language shall also be officially recognised throughout that State or any part thereof for such a purpose as he may specify.”

3. The question and manner of implementation of above safeguards for linguistic minorities was considered in some detail by the States Re-organisation Commission. The broad principles and objectives which governed the States Re-organisation Commission's approach are:—

“(1) as the problem of linguistic minorities is common to unilingual as well as polyglot areas, the measures to be

adopted should be such as can be applied to linguistic as well as composite States;

- (ii) while minorities are entitled to reasonable safeguards to protect their education, cultural and other interests, it has to be borne in mind that such safeguards should not so operate as to perpetuate separatism or to impede the processes of natural assimilation;
- (iii) the system of guarantees to minorities should not be such as to lend itself to misuse by parties interested in promoting a sense of disloyalty to the State; and
- (iv) it should be clearly understood that a State, in which a particular language group constitutes the majority, cannot be considered to be the custodian of the interests of all people speaking that language, even when they are residents of other States."

4 As a result of the report of the States Re-organisation Commission certain amendments were made in the Constitution and added as Articles 350A and 350B, which are reproduced below —

"350A It shall be the endeavour of every State and of every local authority within the State to provide adequate facilities for instruction in the mother-tongue at the primary stage of education to children belonging to linguistic minority groups, and the President may issue such directions to any State as he considers necessary or proper for securing the provision of such facilities

350B (1) There shall be a Special Officer for linguistic minorities to be appointed by the President

- (2) It shall be the duty of the Special Officer to investigate all matters relating to the safeguards provided for linguistic minorities under this Constitution and report to the President upon those matters at such intervals as the President may direct, and the President shall cause all such reports to be laid before each House of Parliament, and sent to the Government of the State concerned"

5. The question of implementation of the above safeguards was considered by the Government of India in consultation with the Chief Ministers of the States. As a result of these deliberations a memorandum on safeguards for linguistic minorities was laid before the Parliament and approved by it. A copy of this memorandum, which is hereinafter referred to as 'the memorandum', is at Appendix 'A' to this Report. The resolution passed at the Provincial Education Ministers' Conference in August, 1949, to which a reference has been made in 'the memorandum' is at Appendix 'B'

6 The Central Advisory Board of Education after taking into consideration the report of the Secondary Commission and the resolution on the subject passed by the All-India Council of Secondary Education, has assigned to the mother-tongue an important position in the curriculum at the secondary stage, so that people belonging

to the linguistic minorities may be enabled to study their mother-tongue optionally as one of the three languages which are proposed to be taught at the secondary stage. The Ministry of Education in consultation with the State Governments had evolved two alternative three-language formula (contained in Appendix 'C' to this Report), the second of which has been accepted by the majority of the States with some modifications (see Appendix 'J').

## CHAPTER II

### PART I

#### *Educational Safeguards*

As stated in the First Report State Governments have agreed to provide adequate facilities for education in the mother-tongue at the primary stage if there were ten pupils in a class or forty pupils in a school

2. Commissioner's suggestion made in the First Report that a register should be opened six months in advance in schools in which all applications for admission from linguistic minority candidates desiring instructions to be imparted in their language should be entered, has been accepted by the Kerala and the Rajasthan Governments with slight modifications. The Kerala Government have suggested the maintenance of register from three months in advance before admissions. The Rajasthan Government have on the other hand agreed to the maintenance of a register from six months in advance as suggested by the Commissioner but have stated that the entries in the register should be for guidance of the authorities only and that the authorities would make arrangements only after the candidates have actually joined. The Commissioner has no objection to either of these modifications.

3 The Madhya Pradesh Government while accepting the need for maintenance of the register, suggested that it should be maintained by the District Inspectors of Schools. This suggestion may not be found to be of much practical value as Madhya Pradesh comprises a big sprawling area with large districts in which villages and towns are situated at distances and the local population in some places is very backward. It would be better if the registers are maintained in the schools as suggested by the Commissioner.

4. The Assam and the Uttar Pradesh Governments, do not consider the opening of the register necessary as they claim that adequate facilities for instruction to linguistic minority candidates in their mother-tongue already exist in the respective States. The Mysore and the Orissa Governments do not consider the maintenance of a register feasible. The Orissa Government have added that candidates usually apply very near the date for admission. Replies from the remaining State Governments are awaited.

5 As stated in the First Report the State Governments are generally providing agreed facilities for instruction in the mother-tongue of linguistic minorities at the secondary stage. The Madras Government have however pointed out that the recommendation for opening a separate section where one-third of the total number of pupils in a school desire to receive education in their mother-tongue is not very satisfactory as a separate section could be started in a big school even if the linguistic minority candidates are not even one-third,

whereas in a small school even if the minority group are one-third of the total number it may not be feasible to open a separate section. The position as stated by the Madras Government is correct and is not in conflict with the intention underlying the recommendations which have necessarily to be interpreted realistically.

6. Statistics giving the number of children who are receiving education through the medium of their mother-tongue, languagewise and Statewise, the number of schools for them with the number of teachers, are being collected by the State Governments.

7. The working of the Educational Safeguards in different States is reviewed in the paragraphs that follow.

### Madhya Pradesh

8. It was stated in the First Report that in those parts of present Madhya Pradesh which were previously in Madhya Bharat, Vindhya Pradesh and Bhopal, the position was not very clear, but in the rest of the State primary education was being imparted in the mother-tongue of the linguistic minority pupils if there were ten students in a class or forty in a school. The matter has been further investigated and the position is as under.

9. So far as the Mahakoshal area is concerned general orders were issued by the erstwhile Madhya Pradesh Government that where ten pupils in a class or forty in a school demanded education through the medium of their mother-tongue, as declared by their guardians, arrangements should be made for appointment of a teacher and opening of a class or a section of a class for the purpose. These orders are still in force in this area.

10 In areas like Khandwa and East Nimar District, where the towns of Khandwa and Burhanpur are located the erstwhile Madhya Pradesh Government had permitted imparting of education through the medium of mother-tongue upto class VIII in view of the substantial Urdu and Marathi speaking population in these areas and a number of entirely Urdu medium schools were opened. Similarly in the erstwhile State of Bhopal education upto the secondary stage was imparted in all schools through the medium of Urdu. These arrangements have not been disturbed by the State Government and continue to be in force.

11. As regards the former Madhya Bharat and Vindhya Pradesh areas, for which no orders similar to those in force in the Mahakoshal areas were issued action is being taken by the State Government to extend the orders to these and other areas of Madhya Pradesh.

12 The orders of the old Madhya Pradesh Government, Education Department No. 2163-868-18-52, Nagpur, dated the 25th April, 1955, are printed at page 83 of the First Report. These orders provide that "pupils whose mother-tongue is one of the fourteen accepted languages mentioned in the Constitution and is not the same as the regional language will be treated as pupils belonging to linguistic minorities." The attention of the Madhya Pradesh Government has been



drawn to the provisions of the Constitution and to pages 4, 46 and 47 of the First Report, and it has been suggested that the words "is one of the fourteen accepted languages mentioned in the Constitution and" be omitted from the said orders as they are against the provisions of the Constitution. This suggestion is under consideration of the Madhya Pradesh Government

13 As regards the former Bastar State, the arrangements for imparting instruction through the medium of mother-tongue of linguistic minority candidates, if demanded by ten pupils in a class or forty in a school, were to begin from the session commencing from July 1959 from class I only till enough students were available to feed the higher classes. The State Government were further prepared to consider opening of separate schools if the existing number of schools was found inadequate.

14. The Urdu speaking minority at Khandwa represented that the Municipal Motilal Nehru Middle School at Khandwa where education was being imparted through the medium of Urdu upto class VIII had recently been upgraded to the High School standard but Hindi has been made the medium of instruction for classes IX and X instead of Urdu. They represented that Urdu should be made the medium of instruction even for the High School classes

15. The State Government was, however, not prepared to accept the demand. The view of the State Government is that as a matter of special concession, instruction through the medium of Urdu is being given upto class VIII in all schools at Bhopal, Khandwa and Burhanpur where there is a substantial Urdu speaking population and that extension of this facility to classes beyond class VIII was not considered desirable. The position regarding upgrading of the Urdu Middle School at Madargate, to High School with Urdu medium of instruction, and for a Urdu High School at Ujjain is identical.

16 It may be mentioned in this connection that the Urdu speaking minority forms only 1.4 p.c. of the total population of the State. Their main concentrations are in Khandwa (16.9 p.c.) and Burhanpur (16 p.c.)

17. The attention of the Commissioner was drawn on behalf of Sindhi speaking minority to the failure of all the girls in class VI in the Kasturba Girls' High School, Indore, in History and Geography. The failure was ascribed to Hindi being made both the medium of instruction and examination in class VI, contrary to the accepted principle of providing to the students in the first two years of the secondary stage an option to answer the question papers in their mother-tongue. A period of at least two years should have been given to the students to familiarise themselves with the regional language before Hindi was made the compulsory medium of examination.

18. A representation was received from Rastretara Andhra Mahasabha, Kharagpur, that no facilities for primary education in Telugu had been provided to the children of hundreds of Andhra employees working in South East Railway colonies such as Dongargarh,

Chhindwara and Nainpur. Enquiries have revealed that there are railway primary schools at Dongargarh, Chhindwara and Nainpur, but as ten students in a class or forty in a school who desire to be taught in Telugu were not forthcoming there was no case for introduction of Telugu medium in these schools. Further while there are no railway schools at Itwari or Motibagh there is a privately managed school in the Railway Settlement at Motibagh and it is for the Management Committee of the school to introduce Telugu as medium of instruction provided the requisite number of students are available. The Mahasabha have been informed of this position

19. It may be mentioned that the Telugu speaking minority forms only 0·1 p.c. of the total population of the State. Their concentration mainly is in Baster district where they form 2·2 p.c. of the population. The highest concentration is in the tahsil of Bijapur where they form about 22·04 p.c. In Konta tahsil they are about 3 p.c. and their percentage in the remaining tahsils is below ·3 p.c.

### Uttar Pradesh

20 It has been mentioned in the First Report that the Uttar Pradesh Government have accepted the recommendations contained in the resolution passed in the Provincial Education Ministers' Conference in August 1949. Necessary orders as regards primary education have been issued by the State Government and no complaint has been received from any linguistic minority that the orders are not being implemented

21. Secondary education in the State is divided into two sections—Junior High School section and the High School section. For Junior High School classes, i.e., classes VI, VII and VIII, the linguistic minorities are free to receive education through the medium of their mother-tongue and there is no rule making Hindi compulsory, but most of the schools are imparting education through the medium of Hindi so that those who go up to the High School and Intermediate sections, may not be handicapped. In some of the schools, run by linguistic minorities there are optional sections in classes VI, VII, and VIII where the medium of instruction is the mother-tongue, but Hindi is also taught as a compulsory subject so that the students may not be handicapped when they have to switch on to Hindi in the High School and Intermediate classes. Nepali has been included as a language subject upto class XII in institutions where Nepali is allowed to be taught

22 Regulations of the High School and Intermediate Education Board provide that the question papers in all subjects, except languages, for the High School and Intermediate examinations shall be set in Hindi and candidates for these examinations shall answer questions through the medium of Hindi in all subjects except languages, unless the Chairman of the High School and Intermediate Education Board or any other officer of the department empowered by him, permits candidates whose mother-tongue is a language other than Hindi to answer Questions in English or Urdu.

23. Regulations of the High School and Intermediate Education Board given in the prospectus of the Examinations of the said Board for 1960 (paragraph 6, Chapter XIII, p. 17) provide that question papers in all subjects, except languages, for the High School examination shall be set in Hindi and candidates for the High School examination shall answer questions through the medium of Hindi in all subjects except languages, provided that the Chairman of the Board or such other officers of the department as he may empower in this behalf, may at their discretion permit candidates whose mother-tongue is a language other than Hindi to answer questions through English or Urdu. Similar rules (Chapter XIV, paragraph 6, p. 28) have been framed for the Intermediate examination, i.e., XI and XII, that medium of instruction in all recognized institutions shall be Hindi in all subjects, except languages, but candidates for the Intermediate examination whose mother-tongue is other than Hindi may be allowed by the Chairman of the Board or such other officers of the department as he may empower in this behalf, to permit candidates to answer Questions through English or Urdu if their mother-tongue is Urdu, provided they have read Hindi (Elementary course).

24. Under the regulations framed by the High School and Intermediate Education Board, no candidate who is a permanent resident of another State is eligible for admission as a private candidate to an examination held by it unless he has resided in Uttar Pradesh for at least 2 years on the date of the application for permission to sit for the examination (Chapter XII, regulation 10(4), page 6 of the Regulations framed by the Board). The views of the Commissioner on this are contained in the last chapter.

25. Facilities for graduate and post graduate studies in Urdu already exist in the Universities of Uttar Pradesh, viz., Universities of Agra, Allahabad, Gorakhpur and Lucknow.

26. The Uttar Pradesh Government have appointed a Special Officer to ensure that the policy of the Government regarding the use of Urdu as the medium of instruction is duly followed in all schools. The State Government have in addition appointed an Urdu Advisory Committee which has been awarding prizes to Urdu authors in the fields of Arts, Science and Literature. In deserving cases awards of Rs. 500/- are ordinarily made.

#### Bihar

27. In a recent letter to the Commissioner, Bihar Government have clarified their policy as under:—

- (i) The State Government have recently examined fully and afresh their policy with regard to the medium of instruction in schools and in spite of the sweeping criticisms that have been sometimes made by certain sections, they have not found the policy hitherto followed either lacking in generosity towards the linguistic minorities or departing from the general principle adopted on this matter by the Government of India

(ii) However, this re-examination has revealed the necessity for a fresh enunciation of the policy in a manner which may leave no room for any ambiguity and remove all doubts on the subject. In accordance with their general policy of giving increasing facilities to linguistic minorities particularly in cultural and educational matters, Government had already given full latitude to such minorities to use their own languages as the medium of instruction in schools started by them even upto the Matriculation standard. They have now decided to further liberalize their policy by allowing an increase by two years of the period of schooling even in the general schools during which the medium of instruction in non-language subjects shall be the mother-tongue, the result being that throughout the primary and the middle school stages, that is, for the first eight years the medium of instruction shall be the mother-tongue subject to such adjustments as are indicated below. Government hope that this major liberalisation of policy will remove any difficulties that might have been experienced by any section of people. The policy with regard to the medium of instruction shall be as follows:—

- “(a) The medium of instruction in non-language subject upto the middle stage, i.e., upto class VII in traditional schools and upto class VIII in Basic and Sarvodya Schools, should be the mother-tongue of the pupils concerned. As recommended by the conference of Education Ministers a school in which the total number of students, whose mother-tongue is other than the language which is used as the medium of instruction in that school, is 40 and above or in any individual class the number of such students is 10 and above, the authorities of the school shall be expected to provide at least one teacher who will take classes in non-language subjects through the medium of that language
- (b) The languages to be accepted as mother-tongue for the purposes of this resolution will be Hindi, Bengali, Oriya, Urdu, Maithili, Santhali, Oraon, Ho, Mundari and for Anglo-Indian pupils, English.
- (c) From class VIII onwards (and in the case of Basic Schools from class IX onwards) the medium of instruction in all non-language subjects should be Hindi. But in High Schools run by the linguistic minorities there may be no objection to any other language being the medium of instruction. In such schools, however, provision should be made for teaching through the medium of Hindi for Hindi speaking students if their number be 10 and above in any class or 40 and above in the four upper classes of the school
- (d) Hindi should be a compulsory subsidiary subject in all schools without exception from class IV onwards and all local bodies and private schools should be directed either to engage for every Middle School or Upper

Primary School an additional Hindi teacher or depute one teacher for a six months' or nine months' course in Hindi language at the centres being run by the Government under the scheme for the education of the Hindi speaking people in backward areas. Similarly a duly qualified Hindi teacher should be engaged for teaching Hindi in the High School classes to students whose mother-tongue is a language other than Hindi.

- (e) The School Examination Board should, as far as possible, frame rules regarding the medium of examination in non-language subjects, in conformity with the general policy enunciated in this resolution and in the case of private candidates also, grant the necessary facilities."

28. According to the policy enunciated above throughout the Primary and Middle School stages, that is, for the first eight years of schooling, the medium of instruction is the mother-tongue of the child "subject of course to certain prescribed conditions, namely, that the number of students whose mother-tongue is other than the State language would be at least forty in the whole school or at least ten in any single class. For purposes of the above resolution, Bengali and Oriya are approved languages, besides many others including English. From Class VIII onwards the medium of instruction is Hindi so far as the general schools are concerned but there is no restriction on the use of Bengali or any other approved language as the medium of instruction in the High Schools run by the linguistic minorities"

29. The Bihar Government have specified the languages in which instructions may be imparted. This list is fairly exhaustive and no practical difficulty appears to have arisen so far. It may be pointed out however, that under the Constitution adequate facilities have been provided for instruction in the mother-tongue at the primary stage to children belonging to all linguistic minority groups and it may be desirable, therefore, to modify the orders so as to make it clear that facilities for instruction through the mother-tongue will be provided also to children belonging to other linguistic minority groups, if the requisite number is available

30. The Urdu speaking minority forms about 7 p.c. of the population of the State. According to the census figures their largest concentrations are in Purnea (25 p.c. prior to Re-organisation of the States) and Gaya (9.7 p.c.). In no other districts of the State does the percentage of Urdu speakers exceed 10%. Representations were made to the Commissioner when he visited Bihar in January 1959 by deputationists representing the Bihar Riyasati Anjuman-e-Taraqqi-e-Urdu, Patna; Anjuman-e-Milia, Soh; Anjuman-e-Taraqqi-e-Urdu, Begusarai; Bihar Urdu Majlis and Bihar Students' Urdu Congress. The main issues raised by the deputations are that:—

- (a) No arrangements existed for providing trained Moulvis for imparting basic education.

- (ii) The State Government had given up the responsibility for supervision and protection of Urdu education by abolishing the post of a special officer and Inspecting Moulvis.
- (iii) No Urdu teachers have been appointed. On the contrary they have been removed from many secondary schools and no arrangements existed for teaching of Urdu in post-graduate classes or in colleges affiliated to the Bihar University.
- (iv) A special complaint was made with regard to the College at Sahibganj which is affiliated to the Bihar University that although the college is situated in a part of the State which is densely populated by backward Muslim community whose mother-tongue is Urdu and a large number of Urdu knowing students are available no arrangements have been made to start Urdu and Persian classes. The college was also not given aid by the University or the State Government. As a result students belonging mostly to poor families were forced to seek admission far away from their homes in other colleges, such as Katihar College, Purnea College, T N J College, Bhagalpur, etc., which provided facilities for learning Urdu.

31. The above grievances were brought to the notice of both the State Government as well as the Bihar University. The University authorities informed the Commissioner that it was wrong to say that the teaching of Urdu at post-graduate stage had been abolished. The fact was that due to financial difficulties it had not been possible to provide teaching of Urdu at the post-graduate stage. The Sahibganj College Management were unable to meet the extra expenditure on teaching of Urdu, Bengali and Persian due to inadequacy of funds at their disposal. The University authorities could also not create the required post for the same reason.

32. Other representations relating to the teaching of Urdu received were to the effect that:—

- (i) Arrangements should be made for the appointment of teachers for teaching Urdu in all primary and secondary schools in the Kishanganj Division. A list of primary schools, which had more than forty pupils whose mother-tongue was Urdu and of secondary schools where Urdu was taught previously but Urdu teachers have since been dismissed, was supplied and is at Appendix 'N'.
- (ii) The number of primary schools and Maktabas was insufficient and should be increased.
- (iii) Provisions should be made in Mofussils for teaching in mother-tongue if there were six pupils in a class instead of the accepted number of ten.

33. It was further brought to the Commissioner's notice that the Bihar University was proposing to make Hindi the medium of instruction for I A, I Sc. and I Com examinations and that this would

cause considerable hardship to linguistic minorities. The position in this regard has been ascertained from both the University of Patna and the Bihar University. The University of Patna has decided to adopt Hindi as medium of instruction and examination in subjects other than languages for Intermediate examination from 1961 onward and degree examinations from 1963 onwards. But English has been retained as an optional medium for all examinations upto 1963. The Bihar University has decided that Hindi shall be the medium of examination in all non-language subjects in I.A., I.Sc. and I.Com. examinations with effect from 1959 and B.A., B.Com. and B.Sc. examinations with effect from 1961. Provision had, however, been made that candidates could, if they so desired, answer question papers in English, Hindi, Bengali, Oriya or Urdu for the Intermediate examination upto 1958 (since extended to 1960) and for Bachelor examinations upto 1960 (since extended upto 1963). Further any candidate can, with the special permission of the Vice-Chancellor, answer question papers in English upto and inclusive of the examination to be held in 1963.

34. A summary of the points raised in the various representations were supplied to the State Government. The reply of the Bihar Government along with a statement in a tabular form is given in Appendix 'F'. It will be clear from the said statement that Urdu is being taught in all the colleges mentioned in the representation made by the Bihar Students Urdu Congress except the Sahibganj College. The details are given in para 10, Appendix 'F'. Other details are also furnished in the said Appendix. As regards teaching of Urdu at the Post-graduate stage, provisions exist for teaching of Urdu in the Patna University, and the State Government feel that it is not necessary to introduce Urdu at the Post-graduate stage in the Bihar University. The number of Urdu teachers in schools and colleges was not disproportionate to the Urdu knowing people in the State. It will thus be seen that the facilities provided to the Urdu speaking minority in the State are not unsatisfactory.

35. The following representations were made to the Commissioner on behalf of the Maithili speakers in Bihar:—

- (i) that candidates for High School examination and University degrees should be allowed to answer their question papers in non-language subjects in Maithili;
- (ii) that in the Lower Primary, Upper Primary and Middle Scholarship examinations Maithili reading students are virtually debarred from competing as the question papers are not set in the Maithili language;
- (iii) that in the Netarhat Public School only Hindi, Urdu, Bengali and Oriya are taught but no Maithili;
- (iv) that Maithili's own script, the 'Mithilakshar' should be taught to Maithili students and they should be given the choice to answer questions in their own script.

36. The points raised above are under investigation in consultation with the State Government whose reply is awaited

37. Representations were received from the Bengali speaking minority in Dalbhum Sub-division of Singhbhum district that in the thanas of Chas and Chandil either the existing Bengali schools were being converted into Hindi schools or parallel Hindi schools were being opened with greater facilities and emoluments. The Assistant Commissioner made an on-the-spot enquiry. He visited about 20 villages and received representations in writing from the residents of 135 villages in all in the thanas of Chandil, Ichagarh and Patamda in the district of Singhbhum and Chandankiari and Chas in the district of Dhanbad.

38. The complaints made were as follows:—

- (i) Hindi was being compulsorily taught in the primary schools although the schools were Bengali medium schools.
- (ii) After finishing their studies at the lower primary school in village Goonda the children of the Bengali linguistic minority have to go to a distance of 3 to 4 miles to take admission in an upper primary school beginning from class IV, as all the local basic primary schools are with Hindi medium only.
- (iii) Bengali Schools in villages Seema and Goonda were converted into Hindi Schools.
- (iv) Bengali medium schools at Chatarma, Chingra, Parkidi and Tengadih were replaced by Hindi medium schools.
- (v) In Ichadih Bengali Middle School and Shuram Upper Primary School, teaching was done in Hindi.
- (vi) There was no Bengali school in village Gadigram and the children have to go to other villages for education which are at a distance.
- (vii) All the schools newly started were only Hindi medium schools.
- (viii) All teachers, even of Bengali medium schools, were being compelled to learn Hindi.
- (ix) A condition has been imposed that for the renovation of a dilapidated building the villagers have to donate 3 acres of land and 1/6th to 1/4th of the cost of the building. This condition could not be fulfilled by the Bengali villagers who were poor and consequently the school buildings remained dilapidated.
- (x) Primary education in schools at Chandil, Ichagarh and Patamda in Singhbhum district and Chas and Chandankiari thanas in Dhanbad district was being imparted to all children in Hindi irrespective of their mother-tongue and learning Hindi was being insisted upon even in lower primary classes.
- (xi) No new schools with Bengali as medium of instruction were being opened in the area, while a large number of schools with Hindi medium were being opened and schools with Bengali medium were being converted into Hindi medium schools.



(xii) Free books were given to Hindi students while the concession was denied to Bengali students.

39. Enquiries conducted by the Assistant Commissioner revealed that it was not correct that Hindi was the medium of instruction in any Bengali Primary school. Hindi was, however, being taught as a second language in the last stage of Lower Primary schools, i.e., class III, with a view to enable children to switch on to Hindi in the Upper Primary schools when they join class IV as the Basic Primary schools were with Hindi medium only. The complaint that children from Bengali school at Goonda, after passing class III, have to go a distance of three to four miles to join an Upper Primary school with Bengali medium as the local school was with Hindi medium only, was substantiated. Other complaints that Bengali medium schools at Seema, Goonda, Chatarma, Chingra, Parkidih and Tangadih had been converted into or replaced by Hindi medium schools was found incorrect. It was, however, found that Bengali schools were older than Hindi schools, but both stood side by side. As regards teaching of Hindi in Bengali medium schools this was contrary to the instructions from the State Government but was being done by the school authorities themselves to facilitate switching over but Hindi was taught after regular school hours and at the request of the guardians. There was little force in the complaint that there were no facilities for education in village Gadigram as there was a school in the nearby village Gobar Ghasi. The buildings of most of the Bengali medium schools were in a dilapidated condition which may well be due to the Bengali residents of the villages being poor and the grants for building purposes given being matching grants. No discrimination was, however, found to exist in the matter of Government grants to schools with Hindi or Bengali medium which again are matching grants.

40 Further, the State Government have given statistics which show that far from closing down such schools or converting them into Hindi schools, several new Bengali medium schools have been opened in these areas, and existing schools have been upgraded and a number of Bengali knowing teachers have been appointed as shown below:—

Police Stations	New Bangla medium schools opened	Bangla medium schools upgraded
1	2	3
Chandil & Ichgarh	1. Ichgarh Balika Vidyalaya. 2. Mysarh 3. Bhasikaur Balika Vidyalaya. 4. Thawari 5. Kullu	1. Kopali 2. Murmu 3. Purivali
Patamda	1. Rahardih 2. Kaura 3. Paududih 4. Bhatandih	1. Digg
TOTAL	9	4

Besides, the following high schools have been upgraded to Higher Secondary Schools:—

<i>Name of the School</i>	<i>Medium of Instruction</i>
1. S. P. High School	Bangla only.
2. Narsingh High School	Do
3. J. C. High School	Do
4. Sakshi High School	Do.
5. Pooja's Academy	Bang'a & Hindi.
6. Roongta Vidyalya	Do.

41. As regards the complaint that in certain specific instances Bengali Primary schools have been converted into Hindi medium schools, the position is as follows:—

- (i) *Chatarma*: A Hindi medium school has been running in the village before the integration of this area with Singhbhum district and there has been no change whatsoever since November 1956.
- (ii) *Seema*. There are two Primary schools in this village. One is a Bangla medium school and the other, with Hindi medium. The Bangla speaking population of this village is very small and so far, students from the neighbouring village Ramnagar had been reading in this school. Recently, the people of Ramnagar have started a Bangla medium School in that village itself. The students of village Ramnagar now do not attend the Seema school with the result that the number of students in the Bangla-medium school in Seema has diminished considerably. As such, and also because the building of the Bangla-medium school at Seema is far from satisfactory the District Planning Committee has since decided to shift this school also to Ramnagar.
- (iii) *Goonda*: The village proper never had a Bangla-medium School. In one tola of the village, however, there is a Bangla Primary School. In another tola of this village, at a distance of about a mile, there is a Junior Basic School imparting education in the Hindi medium. The local people have been pressing for upgrading the Junior Basic School to the Middle standard and this proposal is receiving consideration. The Bangla Primary School is still running, but has only 28 students on the roll and as such the question of its upgrading does not arise at present.
- (iv) *Makula*: There was no school in this village prior to the integration of this area in Singhbhum district. In deference to the wishes of the local people, a Primary School with Hindi medium has since been started. It is not a fact that the local people wanted to have a school with Bangla medium. Arrangement for teaching in Bangla language will be made in this school also provided the number of students in the school desiring instructions through the Bangla medium goes upto 40 or their number in any class goes upto 10.

42. In addition to the linguistic minorities mentioned above a large part of the population of the thanas Chandil, Ichagarh and

Patamda in the Singhbhum District consists of people who may be called Adivasis. They have their own primitive languages which have, however, no script of their own. They receive education mostly in schools started under the Backward Area Scheme and Adim Jati Seva Mandal Schools as also schools for the Scheduled Castes and Scheduled Tribes, expenditure for which is met by the Commissioner for Scheduled Castes and Scheduled Tribes.

43. This report, as has already been stated, is for the period ending 31st July 1959. No complaints were received from the Oriya linguistic minorities by this office and even when the Commissioner or the Assistant Commissioner visited Bihar no allegation was made that educational facilities provided to Oriya speaking minorities in the Dhalbhum sub-division and in Saraikela and Kharasawan were not adequate. The State Government have, however, supplied facts and figures regarding number of Hindi, Oriya and Bengali Schools in the Seraikela and Kharasawan areas of the district of Singhbhum. These figures are given in Appendix 'O'. From the figures given it will appear that before the merger there was one High School, five Middle Schools and 53 Primary schools in this area in which there was provision for teaching through the Oriya medium. As against these figures there are at present 2 such High Schools, 9 Middle Schools and 49 Primary Schools. The reduction in the number of Primary Schools is explained by the upgrading of four Primary Schools to Middle standard. As against one Middle School and 14 Primary Schools with Bengali medium before merger there are at present six Middle Schools and 42 Primary Schools. Before merger there were only four Primary schools for teaching through Hindi medium and there was no arrangement at the Middle School or High School stage for teaching through Hindi medium. There are now three High Schools, 22 Middle Schools and 236 Primary Schools with Hindi as medium of instruction.

44. It would thus be clear that there has been no reduction in facilities afforded by the State Government to students belonging to linguistic minorities. The fact is that adequate facilities have been provided by the State Government to Hindi speaking students which were not available before.

#### Assam

45. In Assam about 57 p.c. of the inhabitants speak Assamese as their mother-tongue. Besides Bengali speakers there are also other linguistic minority groups some ten or more in number.

46. Arrangements have been made in Assam for education through the medium of the mother-tongue at the primary and middle school stages for all communities. Urdu also is used as a medium of instruction in the primary stage wherever there are sufficient number of students whose guardians desire them to receive instruction through the medium of Urdu. As regards High Schools, the medium of instruction is Assamese in the Assam Valley High Schools, Bengali in Cachar and normally English in the Hill districts. But facilities for instruction in Urdu, which is taken by some students in the secondary stage as alternative language exist in most High Schools..

Where sufficient number of pupils of the minority community are available they are encouraged by liberal grants-in-aid to run school with their mother-tongue as the medium of instruction. There are Bengali aided schools in the Assam Valley wherever there is sufficient number of Bengali boys and there are Government aided schools also with Hindi and Urdu as medium of instruction.

### West Bengal

47. Of the total population inhabiting West Bengal about 85 p.c. have Bengali as their mother-tongue, a little over 6 p.c. are Hindi speaking and about 1.7 p.c. have Urdu as their mother-tongue. There are a number of other small linguistic minority groups

48. The Urdu speaking minority form 1.7 p.c. population of the State. They are mainly concentrated in Calcutta proper (6.6 p.c.) and Burdwan district (3.8 p.c.). In other districts like 24-Parganas and Midnapur they form less than 1.5 p.c. of the inhabitants. The following points were brought to the notice of the Commissioner by representatives of the Urdu speakers:—

- (a) The rules framed by the State Government on the recommendations of the Provincial Education Ministers' Conference of 1949 to the effect that classes should be opened and teachers appointed for imparting education in the mother-tongue of pupils when ten pupils in a class or forty in a school so desire, should be relaxed in favour of students belonging to Urdu speaking minority.
- (b) Adequate number of Urdu knowing Inspectors should be appointed for inspection and supervision of Urdu Madrasas, Primary schools and High Schools
- (c) Urdu speaking girl students should be admitted in all classes of Sakhawat Memorial Girls' School and arrangements made for imparting instruction in the medium of Urdu. It was further stated that applications for admission from Urdu speaking girl students were being rejected on one ground or the other.
- (d) The Secondary Education Board of West Bengal should reconsider their decision to eliminate Urdu as second language for the School Final Examination and examinees should be permitted to take Urdu as second language in preference to Sanskrit, Persian and Arabic.
- (e) Urdu was being ignored in educational institutions in the Kishanganj Sub-Division which had been transferred to West Bengal from Bihar.

49. The Commissioner was unable to support the demand (a) above as it is not in consonance with the agreed scheme of safeguards for linguistic minorities. Demands at (b), (c) and (d) above are under consideration of the State Government. The complaint that Urdu is being ignored in educational institutions in the Kishanganj Sub-division has not been substantiated. There has been in any case no diminution in the educational facilities that were available before the transfer of area from Bihar to West Bengal.

50 The Nepali speaking minority form 0.66 p.c of the total population of the State. Their main concentration is in Darjeeling (25 p.c.) and Jalpaiguri (5 p.c.). Their demands were as follows:—

- (a) Nepali should be recognised as a medium of instruction for Nepali speaking students in schools
- (b) Nepali should be included in the Eighth Schedule of the Constitution

51. The West Bengal Government with whom the matter was taken up have agreed to recognise Nepali as a medium of instruction in the schools in the Darjeeling district. The State Government have already implemented this decision in one Government High School, 12 non-Government High Schools and almost all Junior High Schools

52 It was represented to the Commissioner that Telugu had not been admitted as medium of instruction in the Railway school at Kharagpur even though the Railways employed a large number of Telugu speaking persons. Enquiries made have, however, revealed that the Andhra High School at Kharagpur, to which a reference had been made by the representationists, is a privately managed school and as such the decision to use Telugu as a medium of instruction rests with the Managing Committee. This position has been intimated to the representationists

### Orissa

53. The Orissa Government have accepted the principles embodied in the resolution adopted by the provincial Education Ministers' Conference and their language policy is indicated in App 'P' but some representations have been received from linguistic minorities

54 It was mentioned in the First Report that some grievances of Urdu speaking and Telugu speaking minorities were under consideration of the State Government. The Urdu speaking minority is only one per cent. They are mainly concentrated in Cuttack where they form 2.6 p.c. of the population. In Balasor district they are 35,359 out of a total population of 11,06,012, while in the Puri district their population is 25,675 out of a total population of 15,72,262. The Telugu speaking minority is concentrated in the southern part of the State mainly in Ganjam and Koraput districts where they form 14.5 p.c. and 6 p.c. respectively of the total population.

55 The Assistant Commissioner visited Orissa to investigate the position. He was met by a deputation of the Telugu speaking minority who said that the grievances stated in the earlier representation were by individuals who did not represent them and they be dropped. They gave a fresh brief representation and promised to follow it up by a detailed representation, which they have not sent so far. They have been requested to supply additional information to enable action being taken.

The Assistant Commissioner was also met by a deputation of Orissa Mohammedan Association, Cuttack, which gave him a representation in which the main point raised was that the Government of Orissa had, in their circular to various educational institutions given direction that education in the mother-tongue of the pupils should be imparted where there were "sufficient number" of students forthcoming in a particular institution without specifying the number accepted at the Provincial Education Ministers' Conference. The words "sufficient number" were being interpreted differently by different educational authorities in the State and arrangements for teaching Urdu speaking pupils through the medium of mother-tongue was being avoided. The Association, requested that a clear directive should be issued in this respect by the State Government in accordance with the recommendations of the Provincial Education Ministers' Conference and the provisions of 'the memorandum'. They further desired that the requirement of ten in a class or forty in a school should be reduced to six in a class in a Primary school and provision for education through mother-tongue be made if ten students in Secondary schools and colleges desired that Urdu should be the medium of instruction.

56. The Commissioner was not in a position to sponsor the last request which went beyond the earlier decision but at his instance the State Government have agreed to issue specific directions that medium of instruction in the Primary classes should be the mother-tongue of the minority if there were ten students in a class or forty in a school.

57. The following other points raised are under consideration of the State Government:—

- (i) Whereas there were a large number of Maktabas, Urdu Primary and Ordinary Primary schools in the State, there was only one Inspecting Moulvi to supervise them and it was impossible for him to visit all of them every year. It was necessary, therefore, to appoint Inspecting Moulvis at the rate of one for every 40 educational institutions.
- (ii) Prior to the separation of Orissa from Bihar there used to be a post of Superintendent of Islamic studies, in class II of the State Education Service and he used to supervise Mohammedan Education viz, education in Urdu, Persian and Arabic languages. After separation of the State from Bihar this work had been entrusted to a special Inspecting Officer, and he had to carry on his work single handed in all the 13 districts of the State, with the result that the officer was unable to discharge the normal duties of his post efficiently. Besides, his rank being lower than that of a Headmaster of a High School his suggestions and recommendations were often ignored by the Headmasters of High Schools and Principals of Colleges. The representationists, therefore, requested that the post be upgraded to the rank of Superintendent, in Class II of the State Education Service as before, and
- (iii) Sayeed Seminary, Cuttack, was the only secondary school in the State where there was provision for teaching

through the medium of Urdu but for want of funds the management was unable to make a proper and efficient provision for teaching Urdu. The State and Central Governments should, therefore, give grant-in-aid to the institution

58 A representation was also received from Rastretara Andhra Mahasabha, Kharagpur to the effect that:—

- (i) Question papers in Khurda Road Railway School are set in English and Oriya even in small classes;
- (ii) Text books for Andhra minority are not published;
- (iii) Jharsugada Railway School is inadequately staffed;
- (iv) The Railway authorities should recognise the Primary school in Berhampur; and
- (v) The Railway authorities or the State Government should give grant-in-aid for the maintenance of the Railway school (Primary) at Bhadrak

59. The General Manager, S E Railway, Calcutta, has informed the Commissioner that in the Railway High School, Khurda Road in the Telugu classes both primary and secondary examinations are conducted through the medium of Telugu also and not in English or Oriya only. Text-books were generally written and published by the authors themselves or by the publishing firms after approval of the Director of Public Instruction. The attendance of the pupils in the Railway School at Jharsugada was very poor and on an average only thirty students attended classes I to V. There was one teacher for them but if the attendance improved the question of appointment of an additional teacher would be considered. Berhampur Primary School was privately managed and run by the railway employees and imparted instruction in Telugu and Oriya. The Railways have provided a building to the Managing Committee of the school at a nominal rent, with furniture and equipment and the question of giving a grant to the school in Bhadrak would be considered after the Managing Committee had made an application for the grant and the usual conditions precedent to giving of such a grant were fulfilled.

60 A complaint was made by certain representatives of the Telugu minority that knowledge of Oriya was considered essential for admission to colleges like the Medical College at Cuttack. On enquiry, however, the allegations were not substantiated. It was found that in the year to which the complaint related there were 19 candidates who had applied for admission to the Medical College, 3 were admitted and out of the 16 rejected, one did not turn up for interview, 1 though selected, did not turn up to take admission, 9 could not compete on merit and 5 were not considered to be permanent residents of Orissa, being residents of East Godavari, Krishna and Bellary districts of Andhra. So the charge that residence qualification was considered essential was true. But this, in the opinion of the Commissioner, is not against the provisions of the Constitution, as would be clear from a comparison of the language of Articles 16(2) and 19(2).

## Andhra Pradesh

61. The total population of Andhra Pradesh, as reorganised is 3,12,60,133. Of these 85.98 p.c. are Telugu speaking. The linguistic minorities are:

Urdu speaking	.	.	.	6 82 p.c.
Tamil speaking	.	.	.	1 43 p.c.
Kannada speaking	.	.	.	1 32 p.c.
Oriya speaking	.	.	.	0 52 p.c.

62. It was stated in the First Report that the States of Andhra Pradesh, Madras and Kerala of the Southern Zone and Mysore had appointed a sub-committee consisting of the Chief Ministers of Mysore and Kerala, the Revenue Minister of Andhra Pradesh and the Finance Minister of Madras to implement the agreed safeguards for linguistic minorities. While the recommendations of this Committee have not yet been finalised attempts have been made, as stated in the First Report, to implement, so far as it is practicable, the principles indicated in the resolution adopted in the Provincial Education Ministers' Conference.

63. The policy of the State Government with regard to safeguards for linguistic minorities is given in Appendix 'E' page 59 of the First Report. The State Government have further clarified their policy in their communique of February 13, 1959. The existing orders provide for instruction in the mother-tongue to candidates belonging to a linguistic minority in Primary schools where there is a minimum strength of ten pupils in a class or 30 in a school. Similar provision also exists for imparting instruction in secondary schools in the mother-tongue of a linguistic minority if there are at least 45 pupils desiring this. It is further provided that if this minimum strength could be assured the Director of Public Instruction should be approached and he would do his best to provide necessary facilities. Even otherwise there was a large number of schools in which instructions were imparted in the mother-tongue of the linguistic minorities and in other schools also there was a provision for running parallel classes. Classes for Urdu minorities and other linguistic minorities were run wherever their number was sufficient to make the class economic and wherever adequate accommodation, equipment or staff are available.

64. There are schools in the State which impart instruction through the media of Telugu, Hindi, Urdu and Marathi. There are also a number of Training Schools for teachers to teach through Telugu medium in which schools Hindi and Urdu sections have been opened. There are also evening training classes in the Training Schools for teachers which have these sections. No orders have been issued by Government insisting on the aided institution to make Telugu compulsory and the grants-in-aid were paid on the same basis to all schools in the State. Recognition has been given to the fact that Oriya, Kannada, Tamil and Marathi are spoken in Srikakulam, Anantpur, Chittoor and Adilabad districts respectively and Urdu is the regional language in a number of districts of the State and in these districts those languages are recognised as second language.

65. Some grievances of linguistic minorities, however, came to Commissioner's notice. Facts regarding these and the position so far as ascertained are given below.



66. It was said that for the entire taluks of Alur and Adoni where Kannada speaking people are in majority there is only one private institution at Adoni imparting instruction in Kannada.

67. Enquiries have revealed that there are 35 schools teaching Kannada in Kurnool district which has a total population of 4,73,957 of which only 87,270 are Kannada speaking (50,358 in Adoni Taluk and 34,870 in Alur Taluk out of a total population of 2,24,785 and 1,22,324 respectively). Further, there is a High School with Kannada medium at Adoni. According to the State Government another Kannada High School at Adoni cannot be opened ignoring the prominent taluk headquarters with Kannada speaking population, namely Rayadurg and Alur. The State Government consider that the proper course would be to provide parallel sections in the existing High Schools in the three taluks according to the demand. But this could not be done last year for want of the prescribed strength. The State Government have given an assurance that action will be taken by them for opening parallel classes wherever necessary in consultation with District Educational Officers, at suitable centres including Badinehal and the relevant rules of the State Government relaxed for the purpose.

68. It was complained on behalf of the Tamil speaking minority that Tamil should be included as one of the regional languages in Hyderabad. A similar representation had been received earlier and mentioned in the First Report. The position in this regard is that Tamil was not recognised as a regional language by the erstwhile Hyderabad Government but Tamil teachers were appointed in Tamil medium schools such as the Government High School, Bolaram and the Government Middle School, Secunderabad, and not in other schools where the medium of instruction was not Tamil. The same policy is being followed.

69. The Commissioner feels that the difficulties experienced by the linguistic minorities in the State should materially diminish as the implementation of the State Government's policy for safeguarding the interests of linguistic minorities became more effective over a period of time.

### Madras

70. About 82 p.c of the population of Madras State are Tamil speaking. The linguistic minorities are —

1. Telugu speaking . . . . .	33,99,743	11 p.c
2. Kannada speaking . . . . .	7,97,144	2 6 p.c
3. Malayalam speaking . . . . .	2,55,255	0 8 p.c.
4. Urdu speaking . . . . .	3,25,806	1 p.c
5. Saurashtra speaking . . . . .	1,24,278	0 4 p.c
6. English speaking . . . . .	29,752	0 1 p.c.

71. It has already been said in para. 62 above that a sub-Committee, details about which have been given in that paragraph, has been appointed to implement the agreed safeguards for linguistic minorities. While the recommendations of this Committee, have not yet been finalised efforts have been made by the State Government to implement so far as it is possible the principles indicated in the resolution adopted in the Provincial Education Ministers Conference.

72. The Urdu speaking minority in the State is concentrated chiefly in Madras and North Arcot districts where their populations are 89,505 and 1,62,301 out of a total population of 14,16,056 and 28,59,157 constituting a percentage of 6 p.c. and 5.6 p.c. respectively. Their next concentration is in Salem district where their population is 66,301 out of a total population of 25,89,194 giving a percentage of 2.5 p.c.

73. When the Commissioner visited Tiruchirapalli in February, 1959, a deputation of the Tamilnad Urdu Majlis at Tiruchirapalli met him and submitted a memorandum. Several complaints were made about lack of adequate facilities for providing education through the medium of Urdu and it was said that facilities at one time available were now being denied to the linguistic minorities. They further complained that although facilities were accorded for introduction of Tamil as a second language subject in schools having Urdu as a language subject, similar facilities were not, as a rule, given in Tamil schools even if the same was justified by the number of pupils available whose mother-tongue was Urdu. The deputationists, however, admitted that Urdu speaking people were spread thinly all over the districts in the State and were not concentrated in any appreciable number in any particular area.

74. The Telugu speaking minority is concentrated mainly in the districts of Coimbatore, Chingleput, Salem and Madurai while the Kannada speaking minority is concentrated in the districts of Coimbatore, Salem and Madurai. The total population of these districts, population of the two minorities therein and their percentages in each of the districts as based on 1951 Census is as below:

Name of Minority	Name of the district	Population of the district	Population of minority in the district	Percentage
Telugu	Coimbatore	31,54,296	6,63,000	21
	Chingleput	18,53,619	2,87,805	15.5
	Salem	33,71,769	4,88,885	14.5
	Madurai	28,91,817	4,17,447	14.4
Kannada	Coimbatore	31,54,296	3,07,288	9.5
	Salem	33,71,769	1,89,387	5.6
	Madurai	28,91,817	1,50,706	5

75. During the Commissioner's visit to the States in the Southern Zone a memorandum was presented to him by the Dhesiya Telugu-Kannada Sangam, Komarapalayam (Salem District), at Trichy and another by the Salem District Andhra Boundary Committee, Hosur, at Bangalore.

76. The Dhesiya Telugu Kannada Sangam, Komarapalayam.. district Salem, claimed to represent both the Telugu and Kannada speaking people of the Salem and Coimbatore districts. According to them Telugu and Kannada speaking people were more than half in this area and Tamils were actually in the minority. They said that ancient tribes living in the Nilgiris, Burgoor, Anamalais and Kodaikanal hills were also Kannada speaking but they received education in Tamil and were treated as Tamils in the 1951 Census Report. They gave district-wise population figures of Tamil, Kannada and Telugu speaking people in this area according to their calculations. Their demands were that—

- (i) the medium of education in a particular locality should be the mother-tongue of the people residing in that locality,
- (ii) Telugu and Kannada should have the same status with that of Tamil. This is not in accordance with the provisions contained in 'the memorandum' and the State Government is also not prepared to recognise Telugu and Kannada as official languages throughout the State

77. They claimed that Telugu and Kannada speaking people should have the right to receive instruction in their mother-tongue at the elementary and secondary stages and that for non-Tamilians, Tamil should not be made a compulsory subject along with English and Hindi at the secondary stage of education and that as Telugu students, being poor, could not afford to go to Madras for University education, some other arrangement should be made for them.

78. The representationists, admitted that Telugu was still the medium of instruction in all elementary and High Schools in the area and out of the total number of 255 Elementary schools, 5 Higher Elementary and 5 High Schools in the area, Telugu was taught in 215 Elementary schools and there were Telugu sections in another half a dozen Elementary schools while Tamil was taught in 15 Elementary schools only and that too mostly in Rayakota Firka, which was predominantly Tamil speaking. With regard to Higher elementary and High Schools they admitted that Tamil was taught in 4 Higher Elementary schools and students of the High Schools whose mother-tongue is Telugu have Telugu medium

79. Provision has been made by the State Government in the revised syllabus for teaching of minority languages in Elementary and Secondary Schools and instruction through the medium of the mother-tongue. The order issued by the Madras Government on 2nd July 1959 is as follows:

"In view of the hardship reported to have arisen from the endorsement of the regional language as a medium of instruction, Government have decided that in respect of linguistic minorities including Muslims, whose mother-tongue is different from the regional language, the Director of Public Instruction should be allowed to exercise his discretion and permit instruction being given through the medium of their mother-tongue or any language other than the regional language provided that

there is a minimum strength of ten pupils per class or thirty per school in elementary schools and primary departments of secondary schools and 45 pupils for the three forms in secondary schools, viz. Forms I to III and Forms IV to VI.

2. The Government have also considered the question whether the study of three languages compulsorily under the reorganised scheme of secondary education should be enforced in respect of pupils who had not studied three languages previously and have decided that the Director of Public Instruction should be permitted to allow schools to follow the old system in respect of students in the III, IV and V Forms in deserving cases
3. The existing arrangements under which Hindustani is taught from Form I in Secondary Schools will continue until further orders "

80. The Saurashtra speaking minority in Madras State is only 0.4 p.c. of the total population at State level and is mainly concentrated in the districts of Madurai and Tanjore. In the district of Madurai, their population is 64,121 out of a total population of 28,91,817, giving them a percentage of 2.2 p.c. while in the district of Tanjore their population is 16,978 out of a total population of 29,82,670, giving them a small percentage of 0.56 p.c.

81. When the Commissioner visited Madurai in February 1959 members of the Saurashtra Central Board met him. They have several educational institutions of their own including a High School for boys and another for girls. In their own schools the medium of instruction is Tamil. They however, claimed that Saurashtram was a very ancient language derived from one of the six Prakrita languages having their origin in Sanskrit. It has a script of its own but about fifty years back it was decided to adopt the Devanagiri script. They were keen that their language should be included in the Eighth Schedule. The representationists requested that special schools should be established to develop the Saurashtra language. The State Government's view, however, is that the schools functioning in the State are intended for all communities including the Saurashtras. The medium of instruction in schools is generally the regional language, but in particular schools, where Saurashtra children attend in large numbers, provision can be made for giving instruction to the children in the Saurashtra language if a demand is made in this behalf. In such cases the local public should move the school authorities and the officers of the Education Department.

### Kerala

82. The State of Kerala is predominantly Malayalam speaking. Linguistic Minorities comprise only about 6 p.c. of the entire population of the State. The largest linguistic minority is Tamil speaking and forms about 4 p.c. The other linguistic minorities are English and Kannada speaking.

83. The Tamil speaking minority is mainly concentrated in the districts of Trivandrum (12.25 p.c.) and Kottayam (7 p.c.). In other districts, viz., Quilon, Malabar and Trichur they are less than 4 p.c.

84. It was brought to the Commissioner's notice when he visited Kerala in February 1959 that:—

- (i) The number of Tamil medium schools in Trivandrum is inadequate as compared to the number of Tamil speaking persons residing there.
- (ii) Tamil should be the medium of instruction in the areas of Devicolum, Peermadu and Palghat where the Tamil speaking people are claimed to be in absolute majority.
- (iii) Adequate facilities have not been provided for opening Tamil sections in Middle and High School classes which should also have Tamil as medium of instruction in places where Tamils are said to be in majority.
- (iv) The State language, Malayalam, should be made a compulsory subject only from standard V onwards
- (v) There is only one Primary school in Chalai although there are about 500 Tamil speaking families residing in or round Chalai. Also there is no school in Kythamuk and Puttakah (Elleppey)

85. The Commissioner discussed these with the deputationists and the State Government officials. The deputationists were informed that in accordance with the resolution adopted by the Provincial Education Ministers' Conference instructions in the mother-tongue have to be given only up to the end of the Primary stage and thereafter the students are expected to switch over to the regional language in the course of the first two years of the secondary stage. The other grievances of the Tamil speaking minority are under investigation in consultation with the State Government.

86. A representation was received from the Union of Anglo-Indian Association, Ernakulam. The Anglo-Indian community is concentrated mainly in the Malabar region where its population is only 2,500 out of a total population of 47,50,350, i.e., .05 p.c. only. Their complaint was that the schools maintained by the Anglo-Indian community, being for the main purpose of imparting education to their children through the medium of English, are considered as a special category schools and have to charge tuition fees while all other Primary Schools have to impart education free, the entire costs of education being borne by the Kerala Government. It was claimed that the children of the Anglo-Indian community should also be allowed the facility of having free Primary education.

Another representation made by the Fort Cochin Circle Branch of the Anglo-Indian Association, Kerala, claimed that the Anglo-Indian High Schools in old Malabar District (Cannanore, Calicut and Fort Cochin) should be allowed to follow the Madras Anglo-Indian Educational Code and to have the Madras Anglo-Indian High School examination in the High School classes and the grants-in-aid given to them at present should be continued even after 1960. The matters are under the consideration of the State Government and a final reply has not yet been received.

87. The Kannada speaking minority are concentrated in Kasaragod taluk (6.78 p.c.) and Malabar region (.3 p.c.). Their general grievance

was that whereas Kannadigas were actually in majority in Kasaragod taluk, their population got sub divided into Kannadigas, Tulu and Harijans as a result of which their strength came to be incorrectly shown in the Census Report of 1951. It is not possible for the Commissioner to investigate into the question whether the figures given in the Census Report of 1951 are correct or incorrect. The Harijan Samaj claimed that though their mother-tongue was Tulu, since most of them had received education in Kannada and the two languages were akin, no change should be made and their children should continue to receive education through the medium of Kannada.

88. The Kannadigas also felt that Malayalam was being forcibly introduced in some parts of the State. The State Government have however, given a categorical assurance that no Kannada Primary schools have been closed in that area, that every effort would be made to implement the various safeguards as provided in the Constitution and in 'the memorandum'.

89. In this connection it may be mentioned that Kerala, is also a member of the Southern Zonal Ministerial Committee which was appointed to implement the agreed safeguards to linguistic minorities in respect of the States of Andhra Pradesh, Madras and Kerala of the Southern Zone and Mysore. The Zonal Council has not yet taken a final decision in the matter.

### Mysore

90. Mysore State has a total population of 2,00,97,870, of which about 63 p.c are Kannada speaking. The more important linguistic minorities are Telugu 11.4 p.c, Urdu 8.7 p.c., Marathi 6.2 p.c., Tulu 3.5 p.c., Tamil 3.5 p.c. and Konkani 2 p.c. and Malayalam 0.95 p.c.

91. The Urdu speaking minority are mainly concentrated in Bidar 18.2 p.c, Gulberga 17.3 p.c, Dharwar 11.3 p.c., Raichur 11.3 p.c., Bijapur 9.2 p.c., North Kanara 7.1 p.c. and Belgaum 7 p.c. A deputation of Anjuman-e-Taraqqi-e-Urdu from Bijapur met the Commissioner when he visited Mysore State but did not raise any specific issues regarding safeguards for linguistic minority in the matter of primary education.

92. The Tamil speaking minority is mainly concentrated in Bangalore (16.6 p.c) and Kolar (9.9 p.c.). In other districts their population is mostly below 1 p.c. In a few districts alone it reaches 5 to 6 p.c. The largest concentration is in the town of Kolar Gold Field where they form 36 p.c. of the population. A number of representations were received to the effect that the Tamil speaking minorities were not being dealt with fairly by the State Government. No specific instances of the failure of the State Government to provide necessary safeguards were, however, given nor have any been communicated subsequently to the Commissioner although the representationists promised to do so. According to the State Government due steps have been taken or are being taken to implement the recommendations in 'the memorandum' and the Tamil speaking minorities are given the facility of Tamil as Second language in all grades from Primary to High School standard. Adequate facilities have been and are being provided to the Tamil linguistic minority.

93 The Konkani speaking minorities are concentrated mostly in North Kanara (29.7 p.c.) and South Kanara (16.7 p.c.) They passed the following resolution, a copy of which was sent to the Commissioner.—

“Resolved that in the interests of the Konkani speaking people and the Development of their mother-tongue Konkani, it is essential that Konkani should receive official recognition of its rightful position and this conference, therefore, earnestly appeals to the Government of Bombay and Mysore States to recognise Konkani as a language current in their respective States”

94 On an enquiry being made the Mysore Government have informed this office that there are no suitable text-books in Konkani language and that there is no demand at the primary level for having schools with Konkani as medium of instruction in North Kanara and South Kanara districts of Mysore. The State Government have, however, given an assurance that if there is sufficient demand, Government will consider the question of starting schools with the medium of instruction in that language.

95 The Telugu speaking minority is concentrated in the Kolar district and forms about 54 p.c. of the population of that district. Other districts in which they are found are Bidar (18 p.c.), Bangalore (17 p.c.) and Chitaldrug (16 p.c.) In the districts of Raichur, Bellary, Tumkur and Gulberga they range from 10 to 13 p.c. In other districts of the State they range from 0.1 to 4 p.c. The following grievances were brought to the Commissioner's notice when he visited Mysore State in February 1959:—

- (i) Telugu should be taught in all Primary schools of the State and Kannada should not be imposed on the Telugu speaking students. If this was not possible at least Telugu sections should be opened.
- (ii) Telugu was taught in one or two Middle schools and one or two colleges had Telugu sections attached to them. Kannada was the medium of instruction even in Kolar district with the result that teachers had of necessity to explain lessons in Telugu as Kannada was not properly followed by the Telugu speaking students.

96 The State Government have accepted the recommendation contained in 'the memorandum' that education should be imparted through the medium of the mother-tongue if there are 40 pupils in a school or 10 pupils in a class. What other facilities should be given to the linguistic minorities on a reciprocal basis is under consideration of the Zonal Ministerial Committee of the Southern Zonal Council and the report of the Committee has not yet been finalised.

97. The Marathi speaking minority is mainly concentrated in Bidar (26.57 p.c.) and Belgaum (26.6 p.c.) districts. Their grievances that came to the Commissioner's notice were:—

- (i) Marathi schools should be opened in all villages where there is a population of 500 Marathi speaking persons.

The villages in South Kanara where such schools are desired to be opened are:—

- (a) Badagayadapadavu in Mangalore Taluk,
  - (b) Thrukamijar in Karkal Taluk
  - (c) Punucha in Puttur Taluk,
  - (d) Charkhedi, and
  - (e) Shivalli in Udipi Taluk
- (ii) Kanada should not be made compulsory subject for Marathi students in the areas of Belgaum, Bidar, Karwar and Nipani Bhag where separate schools were maintained with Kannada and Marathi medium of instruction prior to reorganisation of States
  - (iii) Owing to the lower standard of English in the S.S.C. examination, explanation in Kannada is the normal feature of Diploma schools, like Polytechnical institutions, etc. It is necessary that such explanations are made in Marathi also.
  - (iv) Marathi speaking students were not being admitted in all educational institutions in Mysore State except those at Belgaum on the ground that they did not know Kannada

98 The over-all position regarding the implementation of the safeguards to the linguistic minorities in the Mysore State is the same as that in Andhra Pradesh, Kerala and Madras, viz. that the deliberations of Southern Zonal Ministerial Committee have not yet been finalised. The grievances of the linguistic minorities have been referred to the State Government who have assured that steps have been and are being taken by them to implement the recommendations made in 'the memorandum'. The State Government have further stated that Kannada has been made a compulsory subject from class III on the ground that it was desirable for all students to study the regional language. The linguistic minorities were required to devote only three periods a week for learning Kannada and that has been done in accordance with the views of the Educational Integration Advisory Committee comprising representatives of all areas of the State. Further such a course would not be detrimental to the learning of the mother-tongue of the linguistic minorities as arrangements have been made for imparting instructions in the Primary section in the mother-tongue. The language policy of the State Government is indicated in Appendix 'Q' and 'R'.

### Bombay

99 The Bombay State, as reorganized, with a total population of 4,82,65,221, is a bilingual State with both Marathi and Gujarati as regional languages. The linguistic minorities from whom representations have been received are Urdu speaking (4.9 p.c.), Kannada speaking (1.2 p.c.), Sindhi (.79 p.c.) and Konkani (.3 p.c.).

100. The Urdu speaking minority though widespread over the whole State is chiefly concentrated in the district of Aurangabad (14.2 p.c.), Nanded (12 p.c.) and Parbani (11 p.c.). The other districts with lesser concentrations of this minority are East Khandesh, Osmanabad, Greater Bombay and Akola, but in these they are below 10 p.c. in number.



101. It was represented on behalf of the Urdu speaking minority that although the principle of imparting instructions in the language of the minority, i.e., if there are ten pupils in a class or forty in a school, has been accepted by the State Government there are practical difficulties in its implementation. The reason is that the students belonging to linguistic minorities do not all apply at one time for admission in any particular institution and they cannot wait till sufficient number of other students belonging to their minority are available for fear that meanwhile vacancies in other educational institutions would be filled up. They, therefore, seek admission in any institution where seats are available.

102. This difficulty could be largely removed if the suggestion made by the Commissioner in the First Report for maintaining a register of applications from linguistic minorities is implemented.

103. The Kannada speaking minority is mainly concentrated in Sholapur, Satara South and Kolhapur districts. In Sholapur they form 12.5 p.c. of the total population of the inhabitants. In Satara South and Kolhapur they do not exceed 10 p.c. No specific grievance regarding instructions through the medium of the mother-tongue of the linguistic minority has been brought to the Commissioner's notice.

104. A reference was made in the First Report to a representation on behalf of the workers of WIMCO factory at Ambernath which was under consideration of the State Government. The State Government have now informed that a Kannada school is being conducted by the District School Board in which pupils from Standards I to V are receiving education. Standard VI has also been sanctioned from this year. Telugu school is also conducted by the District School Board since last year and Tamil and Malayalam schools are managed by private bodies to which grants are paid by the Board.

105. The Konkani speaking minority represented before the Commissioner, when he visited Bombay in November, 1958, that their population figures in the Census report were not correct and that they were in reality about 41 lacs in number, 11 lacs in North and South Kanara, 8 lacs in the Bombay City, 10 lacs in Thana, Kolaba and North Ratnagiri and 2 lacs in other parts of India. They referred generally to the difficulties suffered in the matter of their children not receiving education through the Konkani medium in the Primary stage. They were asked to send specific instances and the detailed note from them is under investigation in consultation with the State Government.

106. It was represented that there was no Telugu Primary school for the children of Andhra railway employees working at Gondia railway station. This is correct inasmuch as there is no Railway school at that place but there are a number of Municipal schools which are financially helped by the railways. The representationists were informed that if there were ten boys in a class or forty in a school desiring instruction in Telugu at the Primary stage, they should move the Municipal Board, Gondia, and no further representation has been received in the matter.

107. A general complaint was received on behalf of the Sindhi speaking minority that facilities should be provided at the Primary and Secondary stages for instruction being given in the medium of Sindhi. While this request has been forwarded to the State Government the Commissioner feels that unless specific instances are given about the places where facilities were required it may not be possible to do much in the matter.

### Rajasthan

108. The total population of Rajasthan is 1,59,84,169 of which about 91 p.c. is Hindi speaking. A mention has been made in the First Report about the recommendations made by the Committee appointed by the State Government for implementing safeguards for linguistic minorities on which there were representatives of Urdu, Sindhi, Gurumukhi, Gujarati, Bengali, Marathi and Magadhi speaking minorities

109. The Commissioner and the Assistant Commissioner also visited the State and had discussions with the State officials. As a result of these discussions the State Government issued a Press Note containing, *inter alia*, the following provisions:—

- “(1) Arrangements will be made to teach the children of Linguistic Minority Groups in the State in their mother-tongue, at the Primary stage, provided their number is ten in the class or forty in the school. In important towns with substantial population of Linguistic Minority Groups these arrangements will be made from the next academic session.
- (2) Hindi shall not be a compulsory subject for examinations conducted by the Rajasthan Public Service Commission for recruitment to Government service
- (3) So long as Text Books in any of the languages of the Linguistic Minority Groups are not prescribed by the Nationalisation Board of Text Books these will be obtained from the neighbouring States
- (4) Mother-tongue of Linguistic Minority Groups which is at present an optional subject with English, will henceforth be an optional subject with Sanskrit or other Oriental languages”

110 As regards Education at the Secondary stage, it is imparted in the State through the medium of Hindi, the regional language of the State. The State Government have accepted the recommendations of the Provincial Education Ministers' Conference held in 1949 and have agreed to give facilities to Linguistic Minority Groups to switch on from the medium of the mother-tongue to the regional language in the first two years of the secondary stage. The minorities also have accepted the arrangement. Further, the former administration of the defunct Ajmer State had permitted use of the mother-tongue as medium for Sindhi speaking pupils up to secondary stage to start with and to be gradually replaced by Hindi. The Rajasthan Government have agreed to continue the same arrangement in the Ajmer district. A copy of this letter is at Appendix 'G'.

111 A detailed account of the various representations from different minorities of this State and the action taken thereon is given in the following paragraphs

112 The Gujarati speaking minority which forms about .33 p.c. of the total population is concentrated near Mount Abu in Sirohi district. A representation was received from Abu Road taluk only and the main complaint was that education to their children in their mother-tongue had been discontinued at the Railway High School at Mount Abu Road after its transfer from Bombay State to Rajasthan. The matter was taken up with the Railway authorities who have informed the Commissioner that Rajasthan Government had sanctioned the continuance of Gujarati for classes I to VIII and arrangements are being made therefor. The students who would receive instruction through the medium of Gujarati would, however, have to study Hindi also as an additional subject to equip themselves for the High School classes

113 The Punjabi speaking minority which forms about 1.7 p.c. of the total population is generally spread all over the State. Their only concentration is in Sri Ganganagar district where they form 26 p.c. of the population. The demands received from them were:—

- (a) for imparting education to Punjabi speaking pupils at the primary stage in their mother-tongue. This, as stated above, has been already accepted by the State Government;
- (b) for making Punjabi a compulsory subject for all students in the district. This is unreasonable because those whose mother-tongue is other than Punjabi cannot be compelled to receive instruction in Punjabi or study it as an additional compulsory subject.

114 The representatives of Shri Guru Singh Sabha, Ajmer, and Shri Guru Nanak Primary School, Ajmer, stated that they run two primary schools at Ajmer and one at Bewar. At present the medium of instruction in these schools is Hindi and Punjabi is an optional subject. They requested that this arrangement should not be disturbed but continued. They did not want that Punjabi should be made the medium of instruction even at the Primary stage. A section of leading deputationists from Sri Ganganagar said that they did not want that non-language subjects in classes I to V should be taught to their children through the medium of Punjabi as they felt that their children would be handicapped if they did not acquire sufficient knowledge of Hindi to be able to compete successfully for the State Services, with other children in the area.

115. Members of the Sindhi speaking minority in the State are mostly migrants from West Pakistan and form one per cent of the total population. Their main concentration is in the Ajmer district where they form 6.5 p.c. of the inhabitants. The demands received from them were —

- (a) that medium of instruction for Sindhi speaking children at the primary stage should be their mother-tongue, i.e., Sindhi in Arabic script;

- (b) that proper books be prescribed for imparting education at primary stage through the medium of Sindhi language and its script;
- (c) that though in the erstwhile Ajmer State special Sindhi schools had been opened for their children and Sindhi was permitted to be the medium of instruction in those schools up to the secondary stage, after merger of the State in Rajasthan, imparting of education through the medium of Sindhi has been confined to primary stage only and stopped in schools located in the mofussil.

116 The demand at (a) above has been accepted by the State Government. On enquiries having been instituted by the Commissioner for Linguistic Minorities with regard to (c) above it was found that a misunderstanding had been caused as the orders issued by the State Government for imparting of education at the primary stage in the mother-tongue of the pupils which was made applicable, to begin with, at the district and divisional headquarters only were being applied to Ajmer also, though they were not intended to apply to places where education was already being imparted through the medium of the mother-tongue in the mofussil. The Director of Education was consequently specially deputed by the State Government to go to Ajmer to look into the matter and he is now reported to have issued orders for restoring the *status quo* with effect from the session beginning from July 1959. Further, the Government have informed the Commissioner that they have issued instructions that facilities should be given to linguistic minorities for imparting primary education in their mother-tongue. These facilities will not be restricted to big towns but will also be given in mofussil. A copy of the orders issued by the State Government is given in Appendix 'H.'

117. The deputationists who met the Commissioner raised certain further points. They said that the Rehabilitation Department had opened Sindhi Primary Schools at Kishangarh and Madanganj, but they have been converted into basic schools and education was not being imparted in Sindhi in those institutions. It was further said that the Rehabilitation Department had opened four Primary schools and one High School for Sindhis at Jaipur, that these schools were later merged into local schools and that the Modikhana Sindhi Primary School, having 221 students on its roll and seven teachers on its staff, as well as Samberlake Sindhi Refugee school were also merged into local schools though most of the students and teachers were Sindhis at the time of the merger. They gave a list of the schools where Sindhi was the medium of instruction but Sindhi teachers were transferred to other schools and non-Sindhi teachers appointed who were not able to make themselves properly understood. The lists supplied by them is given in Appendix 'I'

118 As regards the schools at Kishangarh and Madanganj, which at one time formed part of Jaipur district, the Government have informed this office that they were converted into basic schools and it was, therefore, necessary to post teachers with basic training. This necessitated transfer of some Sindhi teachers, who had not received

basic training, but teachers knowing Sindhi have been posted to these schools so that they may be able to impart education in the mother-tongue of the linguistic minorities. The Government also made it clear that they do not make appointments of teachers or headmasters on communal considerations. In primary schools, where teaching is in Sindhi, teachers were generally Sindhi knowing whether they themselves were Sindhis or not.

119. Another matter that was referred to the Commissioner was that in Jaipur there were thirteen Primary schools for Sindhis with accommodation for 3,000 students only, but there were 2,000 more Sindhi students, who were forced to seek admission in other schools, and that more Sindhi Primary schools should be opened for them

120. This fact was brought to the notice of the State Government who have informed the Commissioner that the thirteen Primary schools mentioned above were all Government schools. There were a large number of aided and private schools also in which education was imparted through the medium of Sindhi and most of these schools were run by Sindhis themselves. The accommodation at present available appears sufficient but in case more seats were required the State Government would either have additional sections opened or new schools started.

121. Another point raised was that in certain schools Sindhi was introduced as an optional subject in class IX in July 1958 for the High School examination in 1960. This was done with the permission of the Inspector of Schools but the approval of the Secretary, Board of Secondary Education, Rajasthan had not been taken. The latter issued instructions that the Sindhi classes started without his permission should be closed down. The All-India Sindhi Samaj Seva Sammelan, Ajmer, and the Headmasters of the schools concerned represented against the decision of the Secretary, Board of Secondary Education, Rajasthan. The Commissioner took up this matter with the State Government and pointed out that this decision was unfair to the students who had already offered Sindhi as a subject. The Commissioner's suggestion for waiving the irregularity in opening classes without the previous sanction of the Secretary of the aforesaid Board has since been accepted by the State Government.

122. The Urdu speaking minority who form about one per cent. of the total population of the State are concentrated in Jaipur district (1.5 p.c.). Their main demands were:—

- (a) that education at basic primary stage may be imparted to their children through the medium of their mother-tongue, i.e., Urdu;
- (b) that in the syllabi for classes VI to VIII (Secondary stage of Education) Sanskrit has been made a compulsory subject while Urdu has been made an alternative subject with English. This was adversely affecting Urdu speaking pupils as Sanskrit proved difficult for them and as they could not leave out English, they were compelled to give up Urdu. They demanded that mother-tongue of the child should be made an alternative subject for Sanskrit and not English, which should be a compulsory subject.

123. These demands were discussed by the Commissioner and have been subsequently accepted by the State Government.

### Himachal Pradesh

124. The Government of Himachal Pradesh informed that there are no linguistic minorities in that State and the Commissioner also did not receive any representation.

125. The reply to the questionnaire issued on the 21st of August 1957 is given in Appendix 'D'.

### Punjab

126. No representations were received this year from any linguistic minority in the State of Punjab, in which both Hindi and Punjabi, are recognised as Regional languages according to the Sachar and PEPSU formulae, which were agreed to by the leaders of various linguistic groups in the State and a reference to which was made in the First Report. The Chief Minister has, however, recently announced that despite the political commitments under the Sachar formula for the teaching of only Hindi and Punjabi in the State, arrangements would be made for teaching Urdu from the elementary stage in the predominantly inhabited Muslim areas of Ferozepur, Jhirka and Nuh (Gurgaon District) and Malerkotla (Sangrur District). He also stated that the State Government was pledged to give Urdu its rightful place wherever possible.

## CHAPTER II

### PART II

#### *Other matters relating to Educational safeguards*

1 Complaints have been received by the Commissioner from time to time about want or inadequacy of text-books in minority languages and insufficiency of teachers to impart instruction in the mother-tongue of linguistic minorities. Most of the complaints do not give specific instances which makes enquiry difficult, if not impossible. One or two requests for grant-in-aid to institutions run by linguistic minorities as also for protection of libraries containing books in minority languages have been received

2 Before dealing with the complaints received from linguistic minorities in different States in respect of matters mentioned above it may be pointed out that text-books have to be written by individuals knowing the minority languages and fully conversant with the school syllabi. The State Government can only give encouragement to authors on whom the actual responsibility for producing the text-books rests. Besides, the production of text-books takes time.

3 Similar difficulties exist in providing adequate number of books in the minority languages in the libraries utilised by them.

4 Generally speaking so far as Urdu is concerned arrangements have been made for production of Urdu text-books by the State Governments of Uttar Pradesh and Bihar. Arrangements also exist in these States for training of Urdu teachers. Text-books used by Jamia Millia, Delhi, are used in the Punjab State. Delhi Administration is also arranging for production of text-books in consultation with the Jamia Millia and a post of senior teacher has been created at the co-Educational Teachers' Training Institute for training of Urdu teachers. Arrangements exist in Assam and Jammu and Kashmir for training of Urdu teachers. Text-books for Primary and Middle schools in Jammu and Kashmir are available in Persian characters. The Bombay State have also approved Urdu books in different subjects. Facilities also exist in that State for training of Urdu teachers.

5 Complaint in regard to inadequacy of text-books, etc. were received from linguistic minorities in the States of Bihar, Madras, Kerala, Mysore and Rajasthan

6 Bihar.—The State Anjuman in Bihar desired their representative on the Text-Book Committee, District Education Planning Committee, Bihar Raj Pustakalaya Sangh and Government Libraries to ensure safeguarding the interests of the Urdu speaking minority in the State. This was not acceptable to the State Government as the Committees are constituted on broad consideration of development of education as a whole and deal with other languages besides Urdu. Besides,

as admitted by the Anjuman, the interests of Urdu speaking minorities are represented both in the legislature as well as the Bihar Raj Pustakalaya Sangh which is a non-official organization and Government Urdu Libraries.

7. It was represented that sufficient number of Urdu books for the libraries was not being purchased as all the libraries in the State were required to utilize 75 p c of the grant for purchasing books in Hindi. The Commissioner discussed this with the State Government officials who agreed to consider the relaxation of this rule in case of the libraries meant exclusively for the minorities. The State officials also agreed to do whatever was necessary for the protection of the Urdu libraries in the State and pointed out that special grants to old libraries was already being given quoting the example of Rahmania Library at Khankah in Monghyr to which a special grant of Rs 15,000 had been given.

8. A representation was made regarding the inadequate provision of teachers for imparting education in Urdu in basic schools and basic training schools in Bihar. The views of the Commissioner on this have already been indicated. A complaint was also made that teachers in Bengali medium schools have to take training in Hindi compulsorily. This is because from Class IV onwards Hindi is taught in all schools as a compulsory language subject irrespective of the medium of instruction. The teachers in Bengali medium schools as in other minority language schools are not in any way adversely affected but receive an additional stipend and on completion of training two advance increments in salary. This according to the State Government also enables the teachers to become qualified for the post of headmasters. The Commissioner sees no reason to take exception to this.

9. It is also represented that the Bengali teachers were paid less than the Hindi teachers in Bihar, but since no specific instances were given the matter could not be pursued.

10. In respect of *Muktabas* in schools imparting instruction in the Urdu medium it was represented that the staff of Special Officer and Inspecting Moulvis was inadequate. This has not been substantiated. According to the Bihar Government the number of regular inspecting staff has increased manifold with the development of primary education in the State and quite a large number of these are being appointed from the linguistic minorities themselves. Increase in the number of inspecting Moulvis as such was not considered desirable by the State Government as it tends to militate against the feeling of nationality. The Commissioner feels that there is much force in this argument.

11. *Madras and Mysore.*—As regards similar complaints from linguistic minorities in Madras and Mysore, those in the Madras State were for text-books in minority languages in general and those in the Mysore State were in respect of suitable books in Konkani. These had not been brought to the notice of State Governments. When the matter was taken up by the Commissioner, the State Governments assured that if specific instances are brought to their notice they would take expeditious action to meet the demand.



12 Another complaint made was that there was no teacher for teaching Malayalam in S.L.B. High School, Nagarcoil in the Madras State. From the figures supplied, however, it appears that in the S.L.B. High School there are four Malayalam sections in the Middle School classes as against which there are six Malayalam knowing graduates on the staff. Further, five Malayalam upper graduate teachers and three Malayalam Pandits and one more Malayalam knowing Social Study graduate had been recommended for appointment. Similarly, the complaint that in the English High School at Karingal there was no Malayalam teacher, was not substantiated by the enquiries made. Nonetheless, it is a fact that in one or two privately managed schools Malayalam classes had been closed. However, this was entirely because the Managing Committees of the schools did not consider it worthwhile to continue these classes for want of a required number of pupils. As an instance of this the D.V.D. High School, Kottar, was brought to the Commissioner's notice where Malayalam class had been closed as the number of pupils desirous of receiving instructions in Malayalam had dwindled to one in the whole school. At one stage, however, there was a dearth of teachers in the Primary schools a mention of which has been made in the First Report. This was due to the teachers opting for Kerala where the pay scales were better. The vacancies thus caused have, however, been largely filled up and the percentage of Malayalam qualified teachers in the district is 29 per cent as against 27 per cent of the students desiring instruction in Malayalam.

13 In Mysore State a complaint was received about inadequacy of Marathi knowing staff and was taken up with the State Government who did not accept this position but have assured the Commissioner that the strength of Marathi knowing staff would be increased as and when found necessary.

14. Another complaint made was from the Urdu speaking minority in Mysore about the inadequacy of equipment in some primary schools and that the supervisory staff posted was insufficient. The representationists were advised to contact the school management in the first instance and request them to take up the matter with the State Government department concerned and if they fail to get redress they could represent to the Commissioner. As regards inadequacy of the supervisory staff they were requested to make out a case and submit it to the State Government and let the Commissioner know the result.

15. Kerala.—The Kerala Government after getting the matter examined by the Education Department have informed that the text-books prepared by the Government of Madras were used by the Tamil students in Kerala and there was no such difference in the syllabi that the Kannada students should have any difficulty in using the text-books prescribed by the Mysore Government and such books were available in plenty in Kasaragod taluk and that the State Government had taken up the task of getting the non-language books in Malayalam translated into Kannada. The Kerala Government further assured that they would undertake the preparation of text-books in Tamil and Kannada also and that two Committees had been appointed by the Government for the selection of Kannada and Tamil text-books for use in the schools and to see that Kannada student population do not experience any difficulty so far as syllabi and the books prescribed

were concerned. As regards the difficulties which the State Government anticipated the minorities might suffer when Malayalam was declared the State language, the State Government said that when such a step was taken adequate arrangements would be made to safeguard the interests of linguistic minorities and for the education of their wards in their mother-tongue as at present. As regards supply of Kannada books to the libraries, it was pointed out that books in Kannada were supplied according to requirements, subject to budget provision.

16 *Rajasthan*—As regards Rajasthan, the State Government have decided that so long as text-books in any of the minority languages are not prescribed by the Nationalization Board of Text-Books, these will be obtained from the neighbouring States. Further, books in the minority languages will be purchased out of the panel of books approved by the Director of Education and the Commissioner is given to understand that text-books in all minority languages have since been prescribed.

17 *Madhya Pradesh*—Certain demands were made by the Anjuman-e-Taraqqi-e-Urdu, Burhanpur, in Madhya Pradesh. These were discussed by the Commissioner with the State officials concerned. From the information furnished by them the position appears to be as follows:—

- (i) Grants-in-aid are being given according to State rules to all local bodies and private schools and no discrimination is being made on basis of language, caste or religion.
- (ii) With regard to arrangements for training of teachers and Inspectors in Urdu, the only Urdu Normal Training School which existed for the purpose in the erstwhile Madhya Pradesh State having been transferred to Bombay State as a result of the re-organisation of States, the Madhya Pradesh Government have now opened a new Normal Training School for training of teachers and other staff in Urdu and Marathi at Burhanpur itself. This school was opened in a hurry late in the session last year and proper arrangements could not be made with regard to appointment of staff etc. The Director of Public Instruction gave an assurance that all arrangements will be completed in the session beginning from July 1959.
- (iii) In regard to supervision and inspection of Urdu Primary School, the Director of Public Instruction has intimated that as far as possible Urdu knowing Inspecting staff has been and will be provided for Urdu schools.
- (iv) The demand, that Urdu only should be used for the maintenance of attendance rolls and entries in school registers and records, were not considered reasonable as these records were mainly for departmental use and it was entirely a matter of administrative convenience of the Education Department.
- (v) With regard to publication of Government notifications and rules in Urdu, the view taken by the State Government officials was that according to 'the memorandum' this faci-

lity is to be given only where the population of a minority is 15 to 20 per cent of an area and as the population of Urdu speaking minority in the State is 1.40 per cent only, the demand was not considered admissible at State level. With regard to publication of notifications and rules of local authorities and Municipal voters list, the State Government has observed that paragraph 11 of 'the memorandum' covers only important Government notices and rules and not notices and rules of local bodies. The State Government consider that the application of these instructions to local bodies would create administrative inconvenience especially in bigger towns, since they would have to employ multilingual staff for the purpose. All work in the Municipalities of Bhopal and Burhanpur is, however, done in Urdu as before and records are maintained in that language as most of the members of the staff are Urdu knowing.

18. In regard to training of teachers, candidates desirous of pursuing a career as teachers in schools and willing to learn the minority language have to be forthcoming before they can be trained. A wrong interpretation, therefore, should not be placed if text-books in minority languages are not forthcoming as early as desirable or if the number of teachers hitherto imparting instruction in minority languages in any institutions goes down because of some teachers leaving the institution whether by retirement, transfer on administrative grounds, etc.

19. *Bombay*—A representation was received to the effect that The Jawaharlal Free Night High School, Bombay, conducted by the United Karnataka Welfare Society was not receiving any grant from the State Government. It was also requested that the school should be allowed to affiliate itself to the Secondary Education Board of Mysore State. On enquiry it was found that there were some serious complaints against the Management; the matter is, however, under further investigation in consultation with the State Government.

### CHAPTER III

#### *Use of Minority Language for official and other purposes*

1. 'The memorandum' provides the following safeguards for linguistic minorities in regard to the use of their mother-tongue for official purposes:—

- (i) where any language is spoken by 30 p.c. or more of the population in any State or District, the State or the District would be recognised as bi-lingual and the minority language would be placed on the same status as the regional language for official purposes.
- (ii) Where a linguistic minority constitutes 15 to 20 p.c. of the population in any area, it may be of advantage to reproduce Government notices and rules, etc. in the language of the minority.
- (iii) The linguistic minorities have the right to represent to any officer or authority of the Union or the State (excluding courts of law) in any of the languages used in the Union or in the State as the case may be even if it is not mentioned in the Eighth Schedule (Article 350 of the Constitution).

2 *Madhya Pradesh*—A demand was made by Telugu speaking minority in Madhya Pradesh that Government notices and rules should be published in Telugu. This was not acceptable to the State Government as the Telugu speaking minority in the State is very small. Even in the district of Bastar their population is only 2.2 p.c. of the total population.

3 The Anjuman-e-Taraqqi-e-Urdu, Burhanpur requested that arrangements be made for broadcasting of features, dramas, etc. in Urdu from All India Radio Stations at Bhopal and Indore, and display of names of the stations on railway boards at various stations in the area in Urdu. These requests have been accepted, as also the demand that the electoral rolls of Burhanpur Municipality be published in Urdu.

4. *Uttar Pradesh*—Complaints were received in Uttar Pradesh that Registration Offices did not register documents in Urdu and wanted a translation of the documents in Hindi and a true copy of the same. At the time these complaints were received, rule 202 framed under the Registration Act (Act XVI of 1908) was as follows:—

"With reference to Section 19 of the Act it is declared that the language most commonly used in Uttar Pradesh shall be deemed to be Hindi in Devanagiri script. But documents presented for registration may be written in any language. In case the language used in writing a document is other than Hindi in Devanagiri script, it shall be accompanied by a true copy thereof in that language and by true transliteration in Hindi in Devanagiri script."

That rule was, however, amended on 4th July 1959 and the new rule now reads as follows:

“With reference to Section 19 of the Act it is declared that the language commonly used in the State shall be deemed to be Hindi in Devanagari script but documents presented for registration may be written in any language. If, however, the document is written in a language other than Hindi in Devanagari script and *that language is not understood by the registering officer* the document shall be accompanied by a true copy thereof in that language and also by a true translation in Hindi in Devanagari script ”

5 In this connection it may be added that Section 19 of the Registration Act provides that a Registering Officer shall refuse to register a document for registration if it is in a language which he does not understand and it is not commonly used in the District unless it be accompanied by a true translation into a language commonly used in the District and also by a true copy.

6 The Section, therefore, requires that a translation into a language commonly used in the district and a true copy thereof has to be supplied when two conditions are fulfilled.

- (i) that the Sub-Registrar does not know the language; and
- (ii) the document is in a language which is not commonly used in the District.

7 If, therefore, the document is in a language commonly used in the District, whether the Sub-Registrar knows it or not he is not entitled to ask for a true translation and a true copy. The new rule, however, goes much beyond the old rule and it follows from the new rule that the Registering Officer who understands Urdu cannot, under the new rule, refuse to register a document in Urdu. No further complaint has been received since the rule was amended.

8 A complaint was made by the Anjuman-e-Talaaqu-e-Urdu, Aligarh that pleadings and petitions in Urdu were not received by the courts in certain districts of Uttar Pradesh. No specific instances were given to the Commissioner where pleadings in Urdu or petitions in Urdu to any court had not been accepted. Certain reports, however, appeared in the Press and the Commissioner has investigated into the matter.

It may be useful to refer to Section 137 of the Code of Civil Procedure (Act V of 1908) which is as follows:—

- “137 (1) The language which, on the commencement of this Code, is the language of any court subordinate to a High Court, shall continue to be the language of such subordinate court until the State Government otherwise directs
- (2) The State Government may declare what shall be the language of any such court and in what character applications to any proceedings in such courts shall be written.

9. In the year 1947 and later, certain notifications had been issued by the State Government and the question arose whether as a result of these notifications, the Civil Courts were entitled to refuse to accept

pleadings in Urdu. It may be useful to refer to a proviso contained in the notification of 8th October, 1947 which was as follows:—

“Provided that the continued use of any other language or script already in use under the existing law and rules shall be permissible in accordance with the executive instructions issued by the Provincial Government from time to time.”

10 The Lucknow Bench of the Allahabad High Court in Civil miscellaneous application (original side) No. 221 of 1958 decided on March 9, 1959, that the courts should accept pleading and documents in any language or script which was commonly in use before the notification. A District Judge, however, on May 1, 1959, held that this decision only applied to cases where a party was not represented by a lawyer and did not himself know Hindi, and since a lawyer was required to know both Hindi and Urdu, whenever a party was represented through a lawyer, the pleadings and petitions had to be in Hindi. After that decision, the State Government has issued a further notification clarifying the position and the question of amending the rules is also under consideration.

11 Bihar.—The State Anjuman-e-Taraqqi-e-Urdu, Bihar made the following requests to the Commissioner:—

- (i) Urdu should be recognised as official and regional language of the State.
- (ii) Documents written in Urdu which were presented for registration were not being accepted and should be accepted in future
- (iii) Sign-boards and sign-posts in Patna and such districts where the Urdu speaking minority exceeded ten p.c. of the population should be written in Urdu also
- (iv) In towns in which there is 15 to 20 p.c. Urdu speaking minority, Municipal records should be maintained in Urdu and Municipal and other notices and assembly and Municipal electoral rolls should be published in Urdu also.

12 Certain representations were submitted earlier by the Anjuman-e-Tarraqqi-e-Urdu for the recognition of Urdu as a regional language. After considering this and other similar representations received from Uttar Pradesh, Delhi, etc. the Government of India announced in their press statement of July 1958, the facilities to be given to Urdu in areas of Bihar, U.P., etc. where it is prevalent. It may be stated here that the percentage of Urdu speakers in Bihar according to 1951 census is only about 7 p.c. The Census figures were questioned by the representationist, but it may be pointed out that at page 37 of Census of India Paper No. 1, 1954 (Languages), the number of persons recorded as Urdu speakers at the 1951 Census in Bihar is 9 times the total number recorded at the 1921 Census for Bihar and Orissa combined

13. In regard to the complaint about refusal to register Urdu documents, no specific instances have been cited. The State rules lay down that documents in Urdu should be accepted for registration in the districts of Bhagalpur, Saharsa and Monghyr, and

further the State Government have specifically directed the registering officers not to refuse any documents written in Urdu or any other language which like Urdu has been recognised as a language commonly used in the district

14 The remaining points raised by the State Anjuman are under investigation

15 A representation was made on behalf of Maithili speakers for recognition of Maithili as regional language of the State. This has been referred to the State Government.

16 A demand has been made that the thanas of Chandil, Ichagarh and Patamda in the Singhbhum district and Chas and Chandan Kiarī in the Dhanbad district should be made bi-lingual as the population in these five thanas is predominantly Bengali speaking. This assertion is not supported by the Census figures of 1951.

17. Other grievances brought to the notice of the Commissioner on behalf of the Bengali speakers in this area were.—

- (a) The new Survey records were being prepared in Hindi; and
- (b) The Revenue receipts and court notices and summonses were being issued in Hindi.

18. As regards (a) above, the State Government hold the view that these have to be prepared in the language of the State, viz, Hindi, but those who wish to have copies of these records in Bengali or Oriya are supplied with copies in these languages. The State Government further stated that they have issued instructions that the Survey staff in the area should as far as possible be of persons who knew Bengali and the other local languages.

19 Orissa—The Urdu speaking minorities of Orissa requested that Urdu should be declared as official language of the State. It is difficult for the Commissioner to support this request as the Urdu speaking population of the State is of the order of one p.c. and does not exceed 2.6 p.c. in any district.

20 A representation was received requesting for broadcast of Urdu programmes from Cuttack Radio Station. This has not been accepted by the Central Government in view of the small number of the Urdu speaking minority in the State. It has also been stated that arrangements were being made for introducing daily composite programmes in Urdu from All India Radio stations which could be heard all over India.

21. West Bengal—A request was received from the Nepali speaking minority that Nepali should be declared as official language in the district of Darjeeling. The State Government have not accepted this request as Nepali speaking minority forms only 20 p.c. of the population of Darjeeling and for the same reason the Commissioner is also not in a position to sponsor this request. The State Government have, however, agreed to give every facility to the Nepali speaking people of Darjeeling district and encourage the use of the language

22 *Assam*—No complaints about the use of minority languages have been received from Assam. Documents in Assamese, Bengali or English can be registered in the Registration offices.

23. *Andhra Pradesh*.—The Urdu speaking minority of Andhra Pradesh requested that as Urdu is the language spoken by a large number of persons in several districts of the State, it should be recognised as the second language for these districts. The policy adopted by the State Government has been indicated in their Press Communique of September 1958 (Appendix 'S') by which the State officials are directed to implement the provisions of the Press Note issued by the Government of India in July 1958. The State Government have pointed out that Urdu continued to be the language of courts in the Telangana region and could also be used in the Legislature with the permission of the Speaker of the Assembly or the Chairman of the Council, as the case may be. Attention in this connection is invited to the State Government's order of August 1957 at Appendix 'T'.

A complaint was made that the Secretary of the Co-operative Society of the Osmania Medical College in Hyderabad had been asked by the College authorities to give up the standing practice of submitting monthly account in Urdu and render such accounts in future in English. Enquiry has revealed that for the last 18 years such accounts had been rendered in English and only since November 1956 the Secretary, who is himself well versed in English, had started submitting accounts in Urdu with the names in English and the figures in Urdu. This created some difficulty in checking the accounts. The Secretary was accordingly asked to submit accounts in English with which language he was conversant.

24. *Madras*—The Telugu and Kannada speaking minorities in Madras requested that these languages should be recognised as official languages in the Madras State. They wanted that Hosur Taluk along with Vepanapalli Firka should be declared as a trilingual area with Telugu, Kannada and Tamil as official languages. They, however, admitted that both Telugu and Kannada were allowed to be used for purposes of registration of documents in the area and for tests for selection and appointments of village officers and preparation of voters' lists.

25 The percentage of linguistic minorities in the Hosur Taluk is as follows:—

	No of population	Percentage of the total population
Tamil . . . . .	60,645	22.4
Telugu . . . . .	1,03,882	38.4
Kannada . . . . .	85,217	31.4
Other languages . . . . .	20,904	7.7
<b>TOTAL</b> . . . . .	<b>2,70,648</b>	<b>100.0</b>



The matter was taken up with the State Government who informed the Commissioner that notices, etc. published by the Government for information of the public would be issued in the language of the State as well as in the predominant languages in accordance with the policy of the Government of India as indicated in 'the memorandum'. The same action was taken in regard to the use of minority languages for official purposes. It was also represented that officers posted in Hosur Taluk and Vepanapalli Firkas should have knowledge of both Telugu and Kannada. This has been brought to the notice of the State Government and it is hoped that they will accede to this request.

26. A request was made for recognising Malayalam as official language in the Kanyakumari district. The State Government have now made a provision for the use of Malayalam in Government offices in Kanyakumari district and Shencottah Taluk of Tirunelveli district and also for the issue of notices to public in this language. As regards the demand for continuing Malayalam as official language in the Kanyakumari district, it may be stated that the Malayalam speaking minority forms only 12.5 p.c. of the inhabitants of Kanyakumari district and 1.9 p.c. of the residents of Coimbatore district. The State Government have issued instructions for posting only such officers in this area who know both Malayalam and Tamil. The State Government are awaiting the decision of the Southern Zonal Council on the report of the Ministerial Committee appointed by them to recommend measures for enforcement of safeguards for linguistic minorities.

27. *Kerala*—The Tamil speaking minorities in Kerala requested that Tamil should be declared as official language in areas where Tamil speaking people are in majority and Government notifications, etc. should be published in Tamil also. The Commissioner is unable to sponsor this request for making Tamil the official language as Tamil speaking population is not more than 12.25 p.c. in any part of the State and forms only 4.38 p.c. of the total population of the State. The State Government have, however, informed that all important notifications of a general nature would be printed in Tamil and Kannada and all forms and notices including notifications relating to land acquisition, revenue recovery, heirship certificate, etc. were to be printed in these languages if the linguistic minorities reach up to 30 p.c. in any taluk.

28. The Kannada speaking minority requested that under the existing rules only English and Malayalam were the recognised languages for the purpose of registration of documents and as regards Kannada the provision was that it "may be used" in Kasaragod and Hosdurg Taluks and the correct course would be to so amend the rules that documents in Kannada could also be registered as a matter of right. The representationists therefore requested that the President may be pleased to issue necessary directions under Art. 347 that Kannada be recognised in Kasaragod taluk for official purposes. As the documents are being registered in Kannada, the question of President's directions under Article 347 would not seem to arise. It was also requested that the Government officials posted in these areas should know Kannada.

29. The matter was taken up with the State Government who have replied to the effect that the Government are aware of the need for posting of officers with knowledge of Kannada and Tamil in the areas of the State where these are predominant languages. But they have experienced difficulty in practice in finding such officers for the higher posts. They have however issued instructions to the effect that only officers possessing knowledge of these languages would be considered for promotion to such posts as Tahsildars, Circle Inspectors of Police, Revenue Divisional Officers and other similar Officers and that they may be promoted even if they are not eligible according to the strict order of seniority

30. *Mysore*.—The Urdu speaking minorities in Mysore requested that equal and equitable treatment should be given to Urdu along with Kannada in every department throughout the State. This request cannot be supported by the Commissioner as the Urdu speaking minority forms only 8.7 p.c. of the population of the State and does not exceed 13 p.c. in any district.

31. A representation was made that in the Police Department literary allowance was paid to Kannada and Marathi knowing employees but not to those who were qualified in Urdu. The representationists were asked to furnish specific instances and necessary details but they have not done so

32. The Telugu speaking minority requested that Telugu be made the second official language in the State. This, however, cannot be sponsored in view of the percentage of Telugu speaking minority being only 4 p.c. at the State level. Their representation about allied matters is under consideration of the State Government.

33. *Bombay*.—The Konkani Bhasha Mandal of Bombay passed a resolution to the effect that in the interest of the Konkani speaking people and the development of their mother-tongue it was essential that Konkani should receive official recognition of its rightful position and appealed to the Government of Bombay to recognise Konkani as a language current in their State. The matter has been referred to the State Government and their views are awaited

34. The Urdu speaking minority in the State requested that Urdu applications should be accepted in all Government offices, educational institutions, etc. No specific instances, however, were given. The attention of the representationists was drawn to the existing safeguards for linguistic minorities in the matter and they were requested to furnish specific instances when the matter could be taken up with the State Government

35. A representation was received that the Muslim Wakf Board had received a letter from the Collector of Osmanabad District that they should not carry on correspondence with his office in Urdu. The State Government with whom the matter was taken up maintained that the Collector of Osmanabad district was justified in asking for the correspondence being carried on in English. They based their stand on the strict interpretation of the constitutional provisions in this regard which enjoin acceptance of only such

representations as seek redress of any grievance even if they are made in any other language, State or regional. Since normal correspondence with the Collector's office cannot be classed as a representation seeking redress of any grievance the Commissioner is unable to help in the matter.

36 *Rajasthan*—The Urdu speaking minority in Rajasthan requested that Urdu should be recognised as official language for the courts and offices. This is not acceptable to the State Government as the population of Urdu speaking minorities in the State is 15 p.c. only and does not reach even 15 p.c. in any district, tahsil or municipal area. At the instance of the Commissioner, the Rajasthan Government have, however, agreed, as a special consideration for the linguistic minorities that Acts and Rules of special interest to Muslims like Muslim Wakf Act and Rules, and Rules for Haj Advisory Committees, etc. will henceforth be published in Urdu along with the Hindi and English versions. This would equally apply to minorities speaking other languages.

37 A complaint was made that certified copies of Urdu documents were being issued in Hindi. The State Government have subsequently issued instructions at the Commissioner's instance that copies of all documents should be issued invariably in the script of original documents.

38 Another complaint made to the Commissioner was that provisions of Article 350 of the Constitution were not being implemented. This was taken up with the State Government who have accepted the Commissioner's views that provisions of Article 350 were mandatory and should be implemented.

## CHAPTER IV

### *Recruitment to State Services*

1. The safeguards provided to linguistic minorities in regard to recruitment to State services are twofold: firstly, that no restrictions should be imposed with reference to residence of candidates for recruitment for any branch or cadre of State services; and secondly, linguistic minorities who constitute about 15 to 20 p.c. or more of the population of the State should have the option to elect as medium of examination in any examination conducted for recruitment to the State (or for districts) Services, the language of the minority.

2. Since the enactment of the Public Employment (Requirement as to Residence) (Act 44 of 1957) the State rules relating to the requirement of domicile or residence qualifications have become inoperative. As regards the provision for answering question papers in minority languages for purposes of recruitment to State Services it may be stated that it has but limited application as the percentage of population of linguistic minorities to the total population of the States is below 15 p.c. to 20 p.c. in most States.

3. *Madhya Pradesh.*—The Madhya Pradesh Government are not holding any competitive examination for recruitment to the State services and the State Public Service Commission select candidates on the basis of interviews only. The advertisements for posts under the State Government do not contain any stipulation that preference would be given to degree-holders of the Universities within the State or those recognised by the Governor.

4. *Uttar Pradesh.*—As regards educational qualifications the relevant rules provide that a candidate must hold a degree of a University established by law in U.P. or any other University recognised for the purpose by the Governor of Uttar Pradesh. The Governor has, however, recognised for the purpose the B.A., B.Sc., B.Com. and B.Sc. (Agri.) degrees of Universities outside Uttar Pradesh established by law in India, the Shastri (with English) examination of the Government Sanskrit College, Varanasi, the Sanadi (B.A.) of Jamia Millia, Delhi, and the Alankar degree of the Gurukul University, Kangri, Hardwar.

5. As regards the medium in which candidates for recruitment to State services through U.P. Public Service Commission may answer the question papers, the State Government have laid down that the papers may be answered in English or Hindi in the Devanagiri script. Hindi has been made a compulsory subject with 100 marks out of a total of 400. The linguistic minorities feel that it is not fair to them as they do not get an equal chance. The State Government have, however, directed the State Public Service Commission to refer to the Government for consideration cases of examinees belonging to a linguistic minority possessing special abilities who could not for

reasons connected with the paper on Hindi, secure a position high enough to be selected for appointment. Other relaxations made by the Uttar Pradesh Government to help the linguistic minority candidates in the matter of recruitment are:—

- (i) In cases in which there be any specified percentage of minimum marks prescribed by the Commission for the Hindi paper as a condition of eligibility for selection, the Commission have been requested to consider the possibility of reducing the percentage to the extent considered necessary for determining the over-all suitability of candidates for the service concerned.
- (ii) In order that members of minority communities may not stand at a disadvantage *vis-a-vis* the other examinees in the compulsory paper on Hindi, it has been again emphasised that

“So long as the language written in Devanagri script follows the rules of grammar correctly and the words used are not altogether unintelligible, a candidate should not lose any marks, if answers written in Devanagri script are otherwise correct.”

- (iii) It has also been reiterated that “Hindi means that simple language which is spoken in this State. Technical terms could be written either in Devanagri script or in Roman script”.

Another grievance of the linguistic minorities which has come to the Commissioner's notice is in regard to the provision of the Education Code of the Uttar Pradesh Government that no teacher or head of a recognised institution (Government or aided) will be confirmed in his appointment until he has passed the High School examination with Hindi. The Commissioner feels that since Hindi is the official language of the State and is also the compulsory medium of instruction, at least for the High School and Intermediate classes, it is not unreasonable to require that no teacher or head of a recognised institution should be confirmed unless he has an adequate knowledge of Hindi. But the rule requiring that teachers should have passed the High School examination in Hindi seems unreasonable. This matter has been taken up with the State Government.

6 Assam—Like the Madhya Pradesh and Uttar Pradesh Governments the Assam Government have also recognised for the purpose of recruitment to State services degrees of any Universities incorporated by an Act of the Central or State Legislature in India or any other University recognised for the purpose by the Governor.

7. Bihar—The Bihar Government accept a degree of any recognised University for purposes of recruitment to the State services. The other degrees or diplomas recognised by them are:—

1. The Snatak Examination of Bihar Vidyapith, Patna, and the Gujerat Vidyapith, Ahmadabad;
2. The Shastri Examination of the Kashi Vidyapith, Banaras;

3. The degree examination of the Jamia Milia Islamia, Delhi;
4. The Uttama Examination of the Hindi Visvavidyalaya, Allahabad;
5. The Sahityalankar Examination of the Hindi Vidyapith, Deoghar;
6. The Visharad Examination of the Tilak Maharashtra Vidyapith, Bombay;
7. The Saraswati Examination of the Prayag Mahila Vidyapith, Allahabad;
8. The Antya Examination of the Viswabharati, Santiniketan;
9. The Vidyalkar, Vedalkar and Vidya-Vachaspati Examination of Gurukul Kangri University, Haidwar; or other educational qualifications which the Governor may decide to be equivalent to those prescribed above

8. As regards the papers to be answered by candidates for recruitment to Bihar State services objections had been taken by linguistic minorities to Hindi being made a compulsory subject. It was urged further that the marks obtained in the Hindi paper should not be added to the aggregate for determining the rank obtained by a candidate. The Commissioner took up this matter with the State Government who have since decided that the marks obtained by a candidate in the compulsory Hindi paper will not be added to the other marks obtained by him in other subjects and *viva voce* for purposes of ranking. Further the minimum qualifying marks in the compulsory Hindi paper will be 25 p.c. for linguistic minorities as against 40 p.c. for those whose mother-tongue is Hindi. The State Government have further laid down that in cases where persons not knowing Hindi are appointed for special reasons their appointment would be provisional and subject to their attaining a working knowledge of Hindi within six months from the date of appointment. Whether the individual concerned has attained a working knowledge of Hindi will be adjudged on the basis of a written examination conducted by the appointing authority and the individual will have to obtain a minimum of 25 p.c. marks in the examination.

9. A demand was made by the Urdu speaking minority in Bihar that candidates to State services should be allowed to answer papers in Urdu and a test of proficiency in the State language could be held before the expiry of the probationary period. The Commissioner was unable to sponsor this request, as the population of the Urdu speaking minority in the State is only about 7 p.c.

10. Orissa—The Urdu speaking minority in Orissa had represented that they were handicapped in the matter of recruitment to Posts and Telegraphs service as marks obtained by candidates in Urdu in the High School examination were not taken into consideration for purposes of recruitment. This was taken up with the Posts and Telegraphs Department who stated that the Department recognised only such languages as were recognised by the State Government for the purpose. They were therefore unable to accept the request that marks in Urdu should also be taken into account. The Commissioner has discussed this matter with the authorities concerned, who are reconsidering the position.

11. As regards knowledge of Oriya, which is the regional language in Orissa, the view of the State Government is that an employee under the State Government to be useful and effective must know the regional language and there is nothing unfair in expecting from all residents of the State, who are desirous of getting employment in the public services, that they should have a working knowledge of the local language

12 *West Bengal*.—The Anjuman-e-Taraqqi-e-Urdu-e-Hind, Calcutta Branch, complained that the City Corporation (Calcutta) in the competitive examination for appointment of clerks and assistants required candidates to appear in English, Bengali, Elementary Arithmetic and General Knowledge and that inclusion of only Bengali amounted to discriminatory treatment against Urdu and other language groups. The matter was taken up with the State Government who have stated that the syllabus of the relevant examination was framed by the Calcutta Municipal Services Commission and approved by the Calcutta Corporation under section 81(b) of the Calcutta Municipal Act of 1951 and that the subjects that were considered absolutely necessary for appointment to the posts in question were selected by the Commission for the examination and there was no intention to unnecessarily exclude any subject on any other ground. As Calcutta was predominantly Bengali speaking it was essential for the Municipal clerks to have a working knowledge of the main language spoken in the Corporation, without which they would be useless. No discrimination towards other language groups was intended. The corporation being an autonomous body, it is difficult to press the matter further.

13 *Andhra Pradesh*.—As regards Andhra Pradesh it may be mentioned that examinations held by the State Public Service Commission for appointment to State services continue to be through English, though candidates are permitted to answer the General knowledge paper in English, Tamil, Telugu, Marathi or Urdu.

14. A complaint had been received last year from Ammaguda Valluvar Mandrum, 'Valluvar Nagar' Trimulgheery, Secunderabad, on behalf of the Tamilians in the State. A reference to this complaint was made at page 16 of the First Report. A similar complaint was made to the Ministry of Home Affairs requiring that Tamil should be included as one of the Regional languages in Hyderabad, and that the Tamilian population of Hyderabad and Secunderabad was about 50,000. The State Government have informed that:

"Tamil has not so far been recognised as the Regional language for Ministerial and Judicial Ministerial Services for Hyderabad (the State Headquarters). The question of recognising all the regional languages of the State as Regional languages for Hyderabad City including Tamil in respect of the above services is under consideration of this Government.

In practice, however, the candidates having knowledge of Tamil are allowed to compete for Ministerial Service Examination in respect of Ministerial Services arising not only in Chittoor District but also for the posts in the offices of the Heads of Departments at Hyderabad.

The State Public Service Commission conducts written tests for recruitment to the posts which are classified as non-technical and grouped as under:—

Group I	. . . . .	B.A. (Hons.) Standard.
Group II	. . . . .	B.A. Standard.
Group III	. . . . .	Intermediate Standard.
Group IV	. . . . .	S.S.L.C. Standard.

*Groups I and II.*—Candidates can appear for all the papers in English and in addition, the optional paper in any of the language specified; Tamil is one of such languages.

*Group III.*—All the papers should be answered in English except the language translation paper which can be answered in Tamil also

*Group IV.*—So far as Group IV services are concerned, the candidates are given the option of answering the general knowledge paper in any of the regional languages and also the first part of essay paper and the translation paper in one of the regional languages of his choice. Tamil is one of the regional languages recognised for Chittoor District but in respect of offices of Heads of Departments even the candidates, who possess the knowledge of Tamil are allowed to appear for Group IV services and allotted to offices of the Heads of Departments.

In view of the foregoing, there does not seem to be any handicap for the Tamilians.

Tamil was not recognised as a regional language by the erstwhile Hyderabad Government. But Tamil teachers were appointed in Tamil medium schools such as the Government High School, Bolarum and Government Middle School, Secunderabad and not in the other schools where the medium of instruction was not Tamil....."

15. *Madras.*—As regards appointment to the State services, the Madras Government rules provide for recognition of outside degrees considered equivalent to corresponding degrees of a University within the State.

16. A representation has been received from the Anglo-Indian and Domiciled European Association of Southern India that Anglo-Indian High School Certificate Examination conducted by the Madras State should be accepted as equivalent to the Senior Cambridge Examination for purposes of appointment to Customs Department of the Central Government. In this connection it may be stated that the Anglo-Indian minority forms about 2 p.c. of the inhabitants of Madras and 0.1 p.c. of the population of the State.

17. Further representation was received from the Association pointing that the Government of India had decided to recognise the following examinations as equivalent to Matriculation Examination of a recognised University or Board of Education for purposes of appointment to services and posts under the Central Government:—

(1) Admission Examination of the Banaras Hindu University



- (2) Cambridge School Certificate Examination (Senior Cambridge)
- (3) European High School Examination held by State Governments
- (4) Tenth Class Examination of the Technical Higher Secondary School, Delhi Polytechnic.
- (5) Pass in the Preparatory Examination of the Delhi University.
- (6) School Leaving Examination of the Government of Nepal (Ministry of Home Affairs OM No 7/1/54 R.S.P, dated 16th July, 1957)

The Association argued that in these circumstances the Government of India should logically accede to their request

18. The Government of India however maintain that it is not for them to decide whether degree or diploma of one institution is equivalent to a degree or diploma of another institution or not.

19. A demand was made for reserving a percentage of vacancies in the Madras State services for Telugu and Kannada speaking people. This demand has been correctly rejected by the State Government as there is no provision under the constitution for such an action

20 Another request made was for recognising Malayalam as one of the languages for the Kanyakumari district. On this point the State Government have informed that the earlier rules recognising minority languages for certain districts for recruitment to Madras Ministerial Services had been cancelled and as such there could be no question of recognising Malayalam for Kanyakumari district.

21 A representation has been made that the Madras Government orders requiring knowledge of Tamil for the purpose of promotion was not fair to the linguistic minorities. Tamil having been made the official language of the State it is in the interest of all concerned that the employees learn the State language within a particular period. However, the Commissioner hopes that the State Government will not enforce this rule very rigorously in case of old employees who with advancing years may find it difficult to learn a new language.

22 *Kerala*.—A request has been made by linguistic minorities in Kerala that the tests in proficiency in the official or regional language were hard on the linguistic minorities and that a percentage of the vacancies in Kerala should be reserved for linguistic minorities. As regards the first, it has already been suggested in the First Report that this test should be held before confirmation and not before selection. As regards the second, there is no provision in the Constitution for such an action

23. The Kerala Government have informed that recruitment was being made through the Public Service Commission and that the recruitment to the lowest grade was made separately for each district

Further, knowledge of Malayalam was not a pre-requisite for selection but only to confirmation. The linguistic minorities, therefore, should have no legitimate grievance.

24. *Mysore*.—The Mysore Government recognise degrees and diplomas awarded in Universities in other States which are incorporated by a Government of India Act or an Act passed by the State Legislature as well as by institutions declared as Universities under Art. 3 of the University Grants Commission Act for purposes of employment under State services.

25. A representation was made that the requirement of the State Government to the effect that a Marathi speaking candidate to State service should also have knowledge of Kannada was causing hardship. On enquiry it has been found that no such rule has been framed by the State. All that is required by the State Government is that in order to discharge their duties properly officers must acquire sufficient knowledge of Kannada before they can be confirmed. There is also no discrimination on grounds of language in the matter of recruitment to State services.

26. *Rajasthan*.—The Rajasthan Government have now decided that Hindi will not be a compulsory subject for linguistic Minority groups but linguistic minority candidate who have been appointed to the State services must pass a proficiency test in Hindi during their probationary period.

## CHAPTER V

### *Equal opportunity for Trade and Commerce*

A complaint was made before the States Reorganisation Commission of preferential treatment in Assam regarding allotment of fisheries, contracts, mohals, etc. The State Government has pointed out that certain special concessions are given to backward classes only, in matters of contracts, settlement of fisheries, ferries, toll bridges, forests and excise shops etc. The respective departments have been directed to make necessary changes in the existing rules so that there may be no discrimination.

2. The second complaint received was from the Areca Growers in Kerala and related to issue of permit for removal of produce. This was taken up with the State Government who have informed that Kasaragod was a place notified under the Madras Commercial Crops Act and the Areca Growers there had to obtain permits from the Malabar Market Committee for the transport of Areca to Mangalore, but that according to rule 23(3)F of the bye-law of the Committee this permit for removal of produce outside the notified area was issued free and that a supervisor of the Committee had been posted in that area with his headquarters at Kanhangad to facilitate quick disposal of applications and issue of free permits. The representationists were informed accordingly and nothing further has been heard since.

## CHAPTER VI

### *Conclusions*

The safeguards for linguistic minorities have already been indicated in Chapter I of the Report. The manner in which these have been implemented in practice in different States has been indicated in chapters II to V.

2. Some States have enquired as to the exact meaning of the term 'Linguistic Minorities'. What a 'Linguistic Minority' means is clear from Articles 29 and 30 of the Constitution. 'Linguistic Minorities' are minorities residing in the territory of India or any part thereof having a distinct language or script of their own. The language of the minority group need not be one of the fourteen languages mentioned in the Eighth Schedule to the Constitution. In other words a 'linguistic minority' at the State level means any group of people whose mother-tongue is different from the principal language of the State, and at the district and Taluk levels, different from the principal language of the district or the taluk.

3. Insofar as the safeguards provided to linguistic minorities in the matter of primary education in their mother-tongue are concerned, the State Governments have accepted that arrangements for instruction in the mother-tongue of a minority language should be made if there are forty pupils in a school or ten in a class. To overcome any difficulty in securing admission the Commissioner had made a suggestion in the First Report that a register should be opened six months in advance where applications for admission should be entered so that the linguistic minority students would be in a position to know whether adequate number of other students speaking their mother-tongue had applied for admission in the same school or in some other school where they could also obtain admission and avail of instructions in the mother-tongue.

4. The difficulty in the implementation of this recommendation as pointed out is that the students do not apply six months in advance and a suggestion was made that this period be reduced to three months. The Commissioner has no objection to this and feels that if this provision of maintaining a register is given adequate publicity, linguistic minority candidates would avail of it more and more as time passes.

5. Besides, the above suggestion would prove advantageous in another respect also, viz, it would enable the school authorities to know in advance the number of students speaking any minority language and they would, therefore, be in a position to make advance arrangements for new teachers and text-books according to requirements. The State Governments could also help by making enquiries in advance of the number of the linguistic minority students speaking different languages who are entitled to be taught in their mother-tongue.

6. Another general difficulty that was brought to light in the course of investigations is that in certain schools the number of teachers qualified to impart instructions in the mother-tongues is inadequate and the text-books prescribed are not available. So far as these difficulties are concerned a solution could lie in recruiting sufficient number of trained teachers from the neighbouring States where the particular minority language is the regional language and obtaining the text-books prescribed in the schools in that State until such time as requisite books can be provided within the State. There should be no serious difficulty in giving practical effect to this suggestion as the residence qualification for appointment to State services has already been abolished by State Governments.

7. As regards education at the secondary stage, no safeguards as for primary education have been provided in the Constitution. 'The memorandum' however, makes a reference to the report of the All India Council for Secondary Education which had assigned to the mother-tongue an important position in the curriculum at the secondary stage so that pupils belonging to the linguistic minority groups may be enabled to study their mother-tongue optionally as one of the languages which are proposed to be taught at the secondary stage. The Provincial Education Ministers Conference had recommended that at the secondary stage the regional language should be introduced not later than Class III and in the first two years students from the minority groups should be allowed the facility to switch on from their mother-tongue to the regional language. It was also suggested that if sufficient number of students, whose mother-tongue is a minority language, are available separate schools imparting instruction in their mother-tongue may be opened and where one-third of the total number of the students desire to receive instruction in one minority language, separate sections may be opened.

8. As regards the latter suggestion, the Government of Madras have rightly pointed out that the recommendation that a separate section may be opened where one-third of the total number in a school desire to receive education in their particular mother-tongue is not very satisfactory, as in a big school it may be possible to start a separate section if the minority language group is not even one-third while in a small school it may not be possible to do so even when students from minority group are one-third of the total number.

9. Further, in pursuance of the recommendations made by the States Reorganisation Commission the Government of India evolved in consultation with the State Governments two alternative 3-language formulae. The Second formula has been generally accepted by the State Governments and steps are accordingly being taken.

10. The problem that is generally raised on behalf of the linguistic minorities, as regards secondary education, is the medium of instruction. Generally the medium is the regional language and the demand quite often is, specially in the inter-state border areas, that the medium of instruction should be the mother-tongue. The opening of new schools or new sections in an existing school with a view to impart instructions in a minority language would depend upon a number of factors most important of which are the availability of

students in adequate numbers, teachers, text-books, etc. One or two representations had been received concerning inadequate facilities for learning minority languages at the secondary stage which were not materially substantiated. However, there is bound to be a certain amount of time lag in implementing the suggestion for opening new schools etc and it would be only in the nature of things if at any given time there are a few localities here and there in the country where the required facilities have not yet been provided

11. It was also represented that where the minority language is allowed to be taken as a language subject, the books prescribed for other subjects are generally in the regional language and the linguistic minorities complain that they find it difficult to follow these books and sometimes the teachers have to translate them in the minority language or to dictate notes to make them intelligible to the linguistic minorities. The difficulties are to a certain extent inherent in the present transitional period and the accepted policy of safeguards for linguistic minorities also does not provide education in the secondary stage being given in minority languages in the same manner as in case of primary education.

12. Another demand commonly made is that the minority language should be a language subject at all stages and that the regional language should not be made compulsory. The last demand is not in the interests of young students who are going to be permanent residents of the State and have to earn their living there

13. The children of linguistic minorities may be divided into two groups (1) children of parents who are settled in the State, and (2) children of parents who are temporarily residing in the State and are likely to be transferred to other States. For those whose parents are settled in the State it is probably in their own interest that they should acquire adequate proficiency in the regional language. The incentive to learn the regional language may not be quite so strong in the case of children who are not likely to permanently remain in the State and for them it does not seem to be necessary that the regional language or official language should be made compulsory.

14. At present the medium of instruction in the colleges, Universities, technical, medical and other similar institutions is generally English and it is also possible in every State to receive education through that medium. The question of education of children of parents serving in other linguistic areas may become more acute when English is more or less completely replaced by regional language as the medium of instruction at higher levels. Railway employees are liable to be transferred to remote areas of the country where facility for instruction through the medium of their mother-tongue may not be available, but the Railway administration is opening a number of subsidized hostels in major linguistic areas of the country for the facility of the children of their lower grade employees and the Northern Railway is also opening a number of primary schools. It may not be possible for most other employers to grant similar facilities

15. Complaints are also made that question papers for High School and Intermediate examination are set in the regional or official language even for those who are allowed to answer their question papers

in English. There is some force in the complaint, but it has to be borne in mind that in the secondary stage the students are expected to learn the regional/official language and if they do so there should be little genuine difficulty in understanding the question papers.

16. As mentioned in the First Report a complaint had been made to the Commissioner that in some States there was a language test in the regional language for admission to Science classes, technical and medical institutions though the medium of instruction is English. There seems no valid reason why a proficiency test in the regional language should be held as a condition precedent to admission in such institutions.

17. It has already been said that the Education Ministers' Conference had assigned to the mother-tongue an important position in the curriculum at the secondary stage. In the states where the medium of examination is the regional or the official language, rules permit grant of special permission to linguistic minorities to answer question papers in English in the High School and Intermediate examinations. The Universities in several States are seriously considering adopting the regional language as the medium of instruction and medium of examination. When this comes into force, a serious situation may arise for those linguistic minority candidates who have received their education through the medium of minority languages and who have not acquired adequate knowledge of the regional language. To avoid hardship 'the memorandum' (para 6) provides for affiliation of schools and colleges to outside bodies. Generally speaking however the States have been reluctant to facilitate such affiliation. When provision is made for instruction in the mother-tongue at the Secondary stage but facilities cannot be provided for study through the same medium by Universities situated within the State it will be necessary to permit the affiliation of institutions providing instruction through a minority language to outside bodies.

18. It has been pointed out in Chapter II that the Regulations of the High School and Intermediate Education Board require residence qualifications in U.P. before a candidate is eligible to sit as a private candidate. In Madras any candidate who produces 'nativity certificate' in the prescribed form to the effect that he or she is a native of Madras State is eligible to apply for admission to the M.B., B.S. course in the Medical College of Madras. A comparison of the provisions of Article 16(2) and 29(2) of the Constitution would show that in Article 29(2) the words "sex, descent, place of birth or residence" are omitted and it is on that account that it is claimed that there is no bar to the State Governments framing rules requiring residence qualifications for admission to the Government or aided educational institutions.

19. As regards public libraries and libraries attached to schools, it is said that a large part of the grant is earmarked for books in the regional language. Wherever such instances were brought to the notice of the Commissioner, the matter was taken up with the State Governments and the State Governments generally agreed to make a reasonable allocation of funds.

20. Another demand frequently made is that in areas where there are linguistic minorities all magistrates and other officers, and specially the clerical and subordinate staff, should know the minority language so that linguistic minority groups may have no difficulty in getting themselves understood. The State Governments assured the Commissioner that every effort was being made to post officers knowing the minority languages but pointed out that it was not always administratively convenient or possible to do so.

21. There was also a demand that receipts (specially revenue receipts, Jernabandis and other settlement papers relating to areas inhabited by linguistic minorities), should be issued also in the minority language as villagers mostly know only their mother-tongue. This request deserves sympathetic consideration.

22. As regards the registration of documents, section 19 of the Indian Registration Act requires that a transliteration in the official language and a true copy of the document should be filed in the registration office, if the document tendered for registration is in a language which is not commonly used in the district and the registering authority does not understand it. In some States rules had been made which went beyond the requirements of the section, but such rules when brought to the notice of the State Governments were amended. It is said that there is generally delay in the issue of certified copies, from the registration office, of documents in a minority language. The States have however, agreed that whenever any such complaint is brought to their notice they would take necessary action. The State Governments also endeavour so far as is possible to put only such officers in an area who know the minority language.

23. As regards services, there is a general demand that the regional language should not be made a compulsory subject for examination for purposes of recruitment. As mentioned in chapter IV one State has agreed at the instance of the Commissioner that the marks obtained in the regional language paper shall not be taken into account for the purpose of ranking. The percentage required to qualify in the regional language has also been reduced. This arrangement gives a fair chance to the linguistic minorities.

24. In 'the memorandum' it is provided that an option should be given to a candidate to give his answers in English or Hindi or in the minority language provided it is the language of 15 per cent. to 20 per cent. or more of the total population of the State. It is however only in a few cases that the percentage of a linguistic minority comes upto 15 to 20 per cent of the total population of the State.

25. It may be necessary to mention that it is in the border areas between States mostly that questions relating to the minority languages agitate the minds of the people. If in the border areas the States follow a liberal policy towards other language groups so that they do not feel that only the change of boundary line can help them in securing the advantages which were being denied to them, it will help in promoting peace and contentment. A little liberality in the beginning will not affect the importance or the growth of the regional



language as in course of time the people in the border areas will, in their own interest, acquire proficiency in the regional language and then there would be less cause for heartburning.

26 Investigations on which the above Report is based have been made possible by the co-operation of the linguistic minorities and the Central and the State Governments. However, there is often lack of correct appreciation of the Commissioner's functions. The Commissioner, as stated in the Introduction, has been appointed for investigating all matters relating to safeguards provided for linguistic minorities. He cannot, therefore, appropriately concern himself with matters which are outside the scope of the safeguards for linguistic minorities. A mention of this has been found necessary as the Commissioner continues to receive a large number of representations regarding matters with which he is not concerned, e.g.

- (1) Linguistic minorities should be given adequate representation by nomination in the Central and State Legislatures
- (2) Boundary disputes between different States.
- (3) Inclusion of minority languages in the Eighth Schedule.
- (4) Reservation of vacancies for linguistic minorities in various Services, etc

27 Further, the time taken in investigations would be considerably reduced if the complaints or demands are specific and the local authorities concerned are contacted first. The Commissioner realises that the State Governments have to bear a heavy burden of responsibility with limited financial resources. The responsibility for implementation of the safeguards however is theirs in the main and the stage has not been reached when they could afford to be complacent in the matter. The Commissioner's work would be considerably facilitated if the State Governments take prompt action on his letters and on the representations received by them from the linguistic minorities.

## APPENDIX 'A'

### MINISTRY OF HOME AFFAIRS

#### *Safeguards for Linguistic Minorities*

The safeguards proposed for the linguistic minorities *vide* Part IV of the States Reorganisation Commission's report, have been examined carefully in consultation with the Chief Ministers of the States and it is the Government of India's intention to accept most of the Commission's recommendations. The action which has been or is proposed to be taken is indicated in the paragraphs which follow.

2 *Primary education*.—Attention is invited to clause 21 of the Constitution (Ninth Amendment) Bill, providing for the addition of a new Article, namely, 350-A to the Constitution regarding facilities for instruction in the mother-tongue at the primary stage of education. The directions which may be issued by the President under Article 350-A of the Constitution, as it is proposed to be enacted into law, are likely to be based on the resolution accepted by the Provincial Education Ministers' Conference in August, 1949. The intention is that the arrangements which were generally accepted at this Conference should be brought into force in States and areas where they have not been adopted so far.

3 *Secondary education*.—The Commission has recommended that the Government of India should, in consultation with the State Governments, lay down a clear policy in regard to education in the mother-tongue at the secondary stage and take effective steps to implement it. The Commission has expressed the view that so far as secondary education is concerned, it will have to be treated differently from education at the primary stage, and has, therefore, not recommended constitutional recognition of the right to have instruction in the mother-tongue at the secondary school stage.

4 The resolution adopted by the Provincial Education Ministers' Conference in August, 1949, contemplated the following arrangements in regard to secondary education:

- (a) If the number of pupils whose mother-tongue is a language other than the regional or State language is sufficient to justify a separate school in an area, the medium of instruction in such a school may be the mother-tongue of the pupils. Such schools organised or established by private agencies will be recognised for the purposes of grants-in-aid from Government according to prescribed rules.
- (b) Government will also provide similar facilities in all Government and district board schools, where one-third of the total number of pupils of the school desire to be instructed in their mother-tongue.
- (c) Government will also require aided schools to arrange for such instruction, if this is desired by one-third of the pupils, provided that there are no adequate facilities for instruction in that particular language in the area.
- (d) The regional language will be a compulsory subject throughout the secondary stage.

The Central Advisory Board of Education, after taking into consideration the report of the Secondary Commission and the resolution on the subject passed by the All-India Council of Secondary Education, has assigned to the mother-tongue an important position in the curriculum at the secondary stage, so that pupils belonging to linguistic minorities may be enabled to study their mother-tongue optionally as one of the three languages which are proposed to be taught at the secondary school stage. The Government of India, as recommended by the Commission, propose to lay down a clear

policy in regard to the use and place of the mother-tongue at the secondary stage of education in consultation with the State Governments and to take effective steps to implement it

5 *Affiliation of schools and colleges using minority languages*—Connected with the proposals contained in the preceding paragraphs is the question of the affiliation of educational institutions located in the new or reorganised States to appropriate Universities or Boards of Education. It is of course desirable that every effort should be made to evolve arrangements whereby educational institutions like schools and colleges can be affiliated, in respect of courses of study in the mother-tongue, to Universities and other authorities which are situated in the same State. However, it may not always be possible to make such arrangements; and having regard to the number of institutions of this kind, it may sometime be convenient, both from the point of view of the Universities or the educational authorities concerned, and from the point of view of the institutions themselves, that they should be permitted to seek affiliation to appropriate bodies located outside the State. This may be regarded in fact as a necessary corollary to the provisions contained in Article 30 of the Constitution, which gives to the minorities the right to establish and administer educational institutions of their choice.

6 It is, therefore, proposed to advise the State Governments that in all such cases, affiliation to outside bodies should be permitted without difficulty. It is also necessary that any institution which is thus affiliated should not suffer from any disabilities in regard to grant-in-aid and other facilities, merely because it cannot, from an academic point of view, be fitted into the framework of educational administration within the State. It is, therefore, proposed that irrespective of affiliation to bodies situated within or without the State, all institutions should continue to be supported by the States in which they are located. Legislation regarding Universities or Boards of Education may, where necessary, be reconsidered from this point of view.

7. *Issue of directions by the President under Article 347 regarding the recognition of minority languages as official languages.*—Attention is invited to Article 347 of the Constitution, which prescribes that on a demand being made in that behalf, the President may, if he is satisfied that a substantial proportion of the population of a State desire the use of any language, to be recognised by that State, direct that such language shall be officially recognised in a portion or the whole of the State. The Commission has recommended that the Government of India should adopt, in consultation with the State Governments, a clear code to govern the use of different languages at different levels of State administrations and take steps under Article 347 to ensure that this Code is followed.

8 The Commission has proposed that a State should be recognised as unilingual, only where one language group constitutes about 70 per cent or more of its entire population, and that where there is a substantial minority constituting 30 per cent or more of the population, the State should be recognised as bilingual for administrative purposes. The Commission has further suggested that the same principle might hold good at the district level; that is to say, if 70 per cent or more of the total population of a district consists of a group which is a minority in the State as a whole, the language of the minority group and not the State language should be the official language in that district.

9 The Government of India are in agreement with those proposals and propose to advise the State Governments to adopt them.

10 The arrangements to be made for the purpose of recognising two or more official languages in a State or district which is treated as bilingual will be without prejudice to the right, which may be exercised under Article 350 of the Constitution by any one resident in the State, to submit a representation for the redress of any grievance in any of the languages used in the Union or the State.

11. The Commission has further suggested that in districts or smaller areas like municipalities and tehsils where a linguistic minority constitutes 15 to 20 per cent of the population of that area, it may be an advantage to get important government notices and rules published in the language

of the minority, in addition to any other language or languages in which such documents may otherwise be published in the usual course

12 The Government of India propose to suggest that State Governments should adopt the procedure suggested, as a matter of administrative convenience.

13. *Recognition of minority languages as the media for examinations conducted for recruitment to State services*—Attention is invited to the Commission's recommendation that candidates should have the option to elect as the media of examination, in any examination conducted for recruitment to the State Services (not including subordinate services), English or Hindi, or the language of a minority constituting about 15 to 20 per cent or more of the population of a State; a test of proficiency in the State language may in that event be held after selection and before the end of probation. The Government of India propose to advise State Governments that these suggestions should as far as possible be adopted. It is also proposed to recommend to the State Governments that where any cadre included in a subordinate service is treated as a cadre for a district, any language which has been recognised as an official language in the district should also be recognised as a medium for the purpose of competitive examinations in the districts. The last-mentioned suggestion would follow as a necessary corollary to the acceptance of the Commission's recommendations referred to in paragraph 8 of this note.

14. *Review of residence rules and requirements*—The Commission has emphasised that the domicile tests in force in certain States operate to the disadvantage of minority groups and has recommended that the Government of India should undertake legislation under Article 16(3) of the Constitution in order to liberalise the requirements as to residence. The Government of India have carefully examined various suggestions which have been made from time to time with reference to the form which legislation intended to be enacted by Parliament under Article 16(3) may take. They have reached the conclusion that it is, on the whole, neither necessary nor desirable to impose at the present time any restrictions, with reference to residence, in any branch or case of the State services.

15 Certain exceptions may have to be made to the general rule of non-discrimination in the Telangana area, and the question of making special provision in regard to employment opportunities in certain backward areas may also have to be considered. It is expected, however, that these interim arrangements will not be continued beyond a transitional period.

16 The Government of India propose to undertake legislation as soon as possible in order to clarify the position on the lines indicated. In the meantime, State Governments will be asked to review the rules relating to recruitment to State Services in the light of the position stated in paragraph 14.

17. *Restriction of private rights in respect of contracts, fisheries, etc*—The attention of the State Governments is being drawn to the relevant provisions in the Constitution regarding freedom of trade, commerce and intercourse and the right to equality of opportunity, and it is being suggested that the existing restrictions should be reviewed from this point of view.

18. *Recruitment of at least fifty per cent. of the new entrants to All-India Services from outside a State*—The question has been discussed informally with the Chief Ministers of States. No rigid rules are considered to be necessary, but the recommendation made by the Commission will be kept in view in making future allotments to the All-India Services.

19 *Recruitment of one-third of the number of Judges from outside a State*—The Commission's recommendations are being brought to the notice of the Chief Justice of India. There may be difficulties in some cases in implementing these recommendations, but it is intended that, to the extent possible, they should be borne in mind in making future appointments.

20. *Constitution of Public Service Commission for two or more States*—The proposal that the Chairman and members of the Public Service Commissions in the States should be appointed by the President, has not been

welcomed by the State Governments and it is not, therefore, being pursued. There is provision in the Constitution already for the constitution of Public Service Commissions for two or more States, *vide* Article 315. The procedure laid down in this Article may be followed at a later stage, in case it becomes necessary or desirable to constitute Public Service Commissions for two or more States.

21 *Agency for enforcing safeguards*—The States Reorganisation Commission had recommended that the services of the States Governors should be utilised for enforcing the safeguards for linguistic minorities. The Commission had not contemplated the vesting of any discretionary functions in the Governors, and they recommended what was regarded as a simple procedure which could be adopted within the framework of the present constitutional arrangements. In the light, however, of the views expressed both in the Joint Select Committee and in Parliament on the States Reorganisation Bill and the Constitution (Ninth Amendment) Bill, the Government of India now propose to provide for the appointment of a Minorities Commissioner at the centre on the pattern of the office of the Commissioner for Scheduled Castes and Scheduled Tribes. This officer will submit a report to the President on the working of safeguards for minor language groups at such intervals as the President may direct, and his report will be laid before each House of Parliament.

22 Before concluding, the Government of India would like to endorse the observations of the States Reorganisation Commission in the following passage of its report:

"We wish to emphasise that no guarantees can secure a minority against every kind of discriminatory policy of a State Government. Governmental activity at State level affects virtually every sphere of a person's life and a democratic government must reflect the moral and political standards of the people. Therefore, if the dominant group is hostile to the minorities, the lot of minorities is bound to become unenviable. There can be no substitute for a sense of fairplay on the part of the majority and a corresponding obligation on the part of the minorities to fit themselves in as elements vital to the integrated and ordered progress of the State."

## APPENDIX 'B'

RESOLUTION ADOPTED AT THE PROVINCIAL EDUCATION MINISTERS CONFERENCE IN AUGUST 1949 AND APPROVED BY THE CENTRAL ADVISORY BOARD OF EDUCATION AND THE GOVERNMENT OF INDIA

"The medium of instruction and examination in the Junior Basic Stage must be the mother-tongue of the child and where the mother-tongue is different from the Regional or State language, arrangements must be made for instruction in the mother-tongue by appointing at least one teacher, provided there are not less than 40 pupils speaking the language in the whole school or ten such pupils in a class. The mother-tongue will be the language declared by the parent or guardian to be the mother-tongue. The Regional or State Language, where it is different from the mother-tongue, should be introduced not earlier than class III and not later than the end of the Junior Basic Stage. In order to facilitate the switching over to the Regional Language as medium in the Secondary Stage, children should be given the option of answering questions in their mother-tongue, for the first two years after the Junior Basic Stage.

In the Secondary Stage, if the number of pupils, whose mother-tongue is a language other than the Regional or State language is sufficient to justify a separate school in an area, the medium of instruction in such a school may be the mother-tongue of the pupils. Such schools, if organised and established by private societies or agencies, will be entitled to recognition and grants-in-aid from Government according to the prescribed rules. The Government will also provide similar facilities in all Government, Municipal and District Board Schools where one-third of the total number of pupils of the School request for instruction in their mother-tongue. The Government will also require aided schools to arrange for such instruction, if desired by one-third of the pupils provided that there are no adequate facilities for instruction in that particular language in the area. The Regional Language will however, be a compulsory subject throughout the Secondary Stage.

The arrangements prescribed above will in particular be necessary in metropolitan cities or places where a large number of people speaking different languages live or areas with a floating population speaking different languages."

## APPENDIX 'C'

The Education Ministry, in consultation with the State Governments, has evolved the three-language formula which is as follows.—

- First Formula* . . . (a) (i) Mother tongue, or  
 (ii) Regional language, or  
 (iii) A composite course of mother-tongue and a regional language,  
 or  
 (iv) A composite course of mother tongue and classical language  
 (b) Hindi or English.  
 (c) A modern Indian or a modern European language provided it has not already been taken under (a) and (b) above.
- Second Formula* . . . (a) As above  
 (b) English or a modern European language  
 (c) Hindi (for non-Hindi speaking areas) or another modern Indian language (for Hindi speaking areas).

# APPENDIX 'D'.

Government of Rajasthan,  
Appointments (A) Department.

From Shri R D Mathur, I A S,  
Special Secretary to Government,  
Rajasthan, Jaipur

To The Assistant Commissioner for  
Linguistic Minorities,  
26, Hamilton Road,  
Allahabad

No F 11 (12) Edn/B/58

Jaipur, dated the July, 1958

Sir,

I am directed to invite your attention to your letter No F 1/1/57/CLM dated the 21st August, 1957, and subsequent reminders regarding the safeguards provided by this Government for Linguistic Minorities. The information desired is enclosed in the prescribed proforma

Yours faithfully,

(Sd) R D MATHUR,

Special Secretary to Government.

## I. General

- 1 Rajasthan
- 2 Unilingual
- 3 Hindi
- 4 (a) (i) Total population 1,59,80,161
  - (ii) Punjabi 2,67,233
  - (iii) Sindhi 1,69,165
  - (iv) Urdu 1,57,585
  - Gujerati 52,995

—Thus about 90% of the population speaks Rajasthani or Hindi

- (b) & (c) Punjabi speaking people are found mainly in Ganganagar district. Total population of this Distt is 6,30,000 while the population of Punjabi speaking persons is 1,65,000 i.e. 26%. Ajmer district has largest number of Sindhi speaking population. Out of 6,97,000 almost 44,000 speak Sindhi, i.e. 6½%. Urdu speaking minority is in Jaipur district. Here out of the total population of 16,50,000 only 24,500 are Urdu speaking i.e. 1.5%

- 5 (i) Hindi
  - (ii) (a) (b) (c) Hindi
- 6 No, but perhaps at the Municipal Level Ajmer and Ganganagar will be the only places where Sindhi and Punjabi respectively may have a valid claim for purpose of publication of important rules and notices in the language of the minority concerned



## II Education.

1. (a) A Committee has been set up and is expected to submit its final report within this month on receipt of which necessary arrangements will be made.

(b) (c) (d)

(e) (f) (g)

Do not arise.

- 2 Action will be taken on receipt of the recommendation of the Committee referred to above

- 3 No.

## III Schools and Educational Institutes established and run by the Language Minorities.

Some institutions exist Their other details are being ascertained

## IV Official Language

1. No district has this population Figures for Tehsils and Towns are not available and are being collected

2 No

3 No

4 No

5 No

6 No

- 7 Yes—Ganganagar Ajmer and possibly Jaipur—Not at present but on receipt of the recommendation of the local Minorities Committee set up for the State this will be considered

## V Admission to Medical, Engineering and Technical Classes

1 English

2 No

- 3 Figures are not available but are being collected (Information to be obtained from Medical Colleges and Engineering College, Veterinary College and Agriculture College)

4 No

## VI Services—State Services

1 R A S, R P S and R.A /cs

2 Hindi or English

3 No There is no such Linguistic Minority in this State

4 Yes—Hindi is compulsory

5 No

6 No

- 7 Marks obtained in Hindi are taken into account for purposes of competition

## VII. Domicile Rules.

No

- VIII. The State Government are not in favour of making any reservation in State and Subordinate Services or in State Legislature or in Technical and other higher education institutions for linguistic minorities especially as there are no linguistic minority in the State in any substantial number For the same reason the State Government do not consider it necessary to appoint a whole-time minority officer at present.

Government of Rajasthan,  
Appointments Department.

From

R. D. Mathur, I.A.S.,  
Special Secretary to Government,  
Appointments Department,  
Jaipur.

To

The Assistant Commissioner for  
Linguistic Minorities,  
26, Hamilton Road,  
Allahabad

Sir, No F 13(3) Appts (D)/58

dated the 14th August, 1959.

Please refer to my letter No F 11(12)Edn/B/58, dated the 31st July 1958 with which information in the required proforma was forwarded to you in connection with Linguistic Minorities. The following information which was not then available could not be supplied.—

*IV. Official Language*

1. It had already been stated that no district in Rajasthan has a population of 30% or more of any of the Linguistic Minorities. Information in respect of Tehsils and towns was not available. Efforts have been made to collect this information, but, as it was not collected at the time of last census, this information is not available and cannot be supplied.

*V Admission to Medical, Engineering and Technical Classes*

2 Information regarding the number of students of linguistic minorities who applied and were admitted to these institutions was not available. The Principals of the Colleges were addressed, but they have not been able to supply the information, as the application forms do not contain any columns to indicate this information. Information under this head is, therefore, not available.

Yours faithfully,  
(Sd.) R D. MATHUR,  
Special Secretary to Government.

EXPRESS DELIVERY

No E 7-337/57

HIMACHAL PRADESH ADMINISTRATION

EDUCATION DEPARTMENT

From

The Under Secretary (Education) to  
Himachal Pradesh Administration,  
Simla—4.

To

The Commissioner for Linguistic Minorities,  
26, Hamilton Road,  
Allahabad.

*Simla—4, the 11 December, 1958.*

SUBJECT.—*Safeguards for linguistic minorities—Collection of information regarding*

Sir,

With reference to your letter No F 1/1/57-CLM, dated the 21st August, 1957, I am directed to say that the memorandum on the safeguards for linguistic minorities, received with the Ministry of Home Affairs letter No 20/5/56-SRI, dated the 19th September, 1956, was forwarded to all Heads of Departments in Himachal Pradesh for taking appropriate steps for implementation of the decisions embodied therein

2 I am to enclose a list containing information on all the points forwarded with your letter under reference

3 The delay in reply is deeply regretted.

Yours faithfully,

Sd/-

Under Secretary (Education)

## REPLIES TO THE POINTS

1. Himachal Pradesh has so far been treated as unilingual area having Hindi as its language. It is true that there are a good many dialects spoken in the different parts of Himachal Pradesh, but so far none of these dialects has been given the status of a language. Nor is there a sufficient number of people living in any part of Himachal Pradesh whose language is other than Hindi. The Education Department has so far, therefore, not taken any steps for the implementation of the resolution referred to both with regard to the making of arrangements for imparting instruction in the mother tongue and the option of permitting candidates to answer examination questions in a language other than Hindi. There are no primary schools in the Pradesh for linguistic minorities, run by the State, the Municipalities, etc.

2. In view of what has been stated under item (1) no action on the part of Himachal Pradesh Education Department is indicated. No special facilities of the nature indicated have, therefore, been provided.

3. There are no such institutions in Himachal Pradesh and the question of imposing restrictions on them or giving grant-in-aid to them does not arise.

4. There are no institutions in Himachal Pradesh, established by linguistic minorities.

5. None. No enactment on official language of the State was made during the time of the Ministry when Himachal Pradesh had a Legislature. The directions given in the Constitution apply to the States having their own legislature. But Himachal Pradesh being a Union Territory cannot take action in this connection as the legislative powers in respect of the requirements of legal processes/enactments rest with the Central Government alone. Himachal Pradesh is a Union Territory and its official language will be the same as that of the Central Government and their attached offices. English is for the time being used as official language and will continue to remain in use till such time as the Central Government direct a complete switch over to Hindi. However, eventually we are going to adopt Hindi as official language. The late Himachal Pradesh Administration issued orders to their employees to acquire working knowledge of Hindi and most of the work in our subordinate offices has started in Hindi.

6. (a) There is no minority group constituting 70 per cent or more of the population in any district in Himachal Pradesh. So this does not apply to us.

(b) There is no linguistic minority group consisting of 15—20 per cent of the population of an area in any District. Therefore, the question of prescribing the language of any minority group as official language, in any area, in place of the language of the Administration does not arise.

(c) and (d). In view of the above position these questions do not arise.

(e) There are no restrictions regarding freedom of trade, commerce and inter-course in Himachal Pradesh and the safeguards guaranteed by the Constitution to the citizens of India are not being flouted by any authority in Himachal Pradesh.

7. There are no linguistic minorities in the Union Territory of Himachal Pradesh.

# APPENDIX 'E'

*List of States, with dates, visited by the Commissioner for Linguistic Minorities and the Assistant Commissioner in connection with the investigations into the claims of the linguistic minorities in India from August, 1958 to 31st July, 1959*

*Commissioner accompanied by the Assistant Commissioner*

Name of State	Name of Place	Date
Uttar Pradesh	Lucknow	7-9-58 to 10-9-58
Bombay	Bombay	6-11-58 to 15-11-58 (A C L M joined on 13-11-58)
Bihar	Patna	16-1-59 to 19-1-59
West Bengal	Calcutta	28-1-59 to 31-1-59
Madras	Madras	31-1-59 to 4-2-59.
	Trichy	4-2-59 to 6-2-59
	Madurai	6-2-59 to 8-2-59.
	Kanyakumari	10-2-59
Kerala	Trivandrum	8-2-59 to 10-2-59.
Rajasthan	Jaipur	17-3-59 to 21-3-59.

## *Commissioner*

Mysore	Bangalore	12-2-59 to 16-2-59
Bombay	Bombay	17-2-59 to 21-2-59.
	Poona	21-2-59 to 24-2-59.

## *Assistant Commissioner*

Kerala	Ernakulam	11-2-59
	Kasaragod	12-2-59 to 13-2-59.
Rajasthan	Sri Ganganagar	12-3-59 to 13-3-59.
	Ajmer	14-3-59 to 16-3-59.
Orissa	Bhubaneswar	17-4-59 to 19-4-59.
Madhya Pradesh	Bhopal	23-5-59 to 25-5-59

## APPENDIX 'F'

Shri B. K. Dubey,  
Deputy Secretary, Bihar,  
Political Department,  
Special Section.  
D.O. No SR/LM-104/59-Pt CR 147CR

Ranchi, the 20 August, 1959/29 Shravan, 1881 S.

Dear Sri Singh,

Will you please refer to the correspondence resting with your demi-official letter No CLM/59-1629, dated the 10th/12th June 1959 regarding the representations made by the various linguistic minorities at the time of the visit of the Commissioner for linguistic minorities to Patna? I am desired to enclose a statement containing the representations made by the linguistic minorities and the comments of the State Government on them. Some of the points raised by the linguistic minorities are still under the consideration of the State Government and comments in regard to them will follow.

Yours sincerely,  
(Sd) B K DUBEY.

Shri Himmat Singh, I.A.S.,  
Assistant Commissioner for  
Linguistic Minorities, 26, Hamilton Road,  
Allahabad.

1. Representation made by the  
Linguistic Minorities.

Comments of the Government of Bihar

Shri N. Mukerji, Jamshedpur.

He stated that there was discrimination in the matter of Government Grant and schools with Hindi medium got a more liberal grant than schools in which the medium was Bengali or Urdu.

1. The allegation that there is discrimination in the matter of Government Grant, and that schools with Hindi medium get a more liberal grant than schools in which the medium is Bengali or Urdu is contrary to facts. A perusal of the enclosed statement containing list of non-Government High Schools at Jamshedpur receiving different grants from Government will indicate that such institutions are neither ignored nor discriminated against in giving grants. The statement is marked Appendix I.

2. Bihar Reyasti Anyuman-e-Taraqqi-e-Urdu-e-Hind

(a) They urged that Hindi should not be compulsory subject for competitive examinations. The Government have taken, they said, a wise decision and should not go back on it. This practice should be followed not only by the State Public Service Commission, but also by all the bodies holding competitive examinations.

(b) Bihar Urdu Majlis.

Hindi should not be compulsory for the competitive examinations.

(c) Bihar Students' Urdu Congress.

2. Government have taken a decision to introduce a compulsory paper in general Hindi in the syllabus of the Combined-Competitive Examination held by the Bihar Public Service Commission. However, the marks obtained by a candidate in this compulsory Hindi paper will not be added to the marks obtained by him in the other written papers and the Viva-Voce, for the purpose of ranking candidates. Government have also fixed certain minimum qualifying marks in the compulsory paper in general Hindi without which a candidate will not be deemed to be qualified in the written examination. The Public Service Commission have accordingly been requested to fix this at 40 per cent for those whose mother-tongue is Hindi and 25 per cent whose mother-tongue is not Hindi.

They had the same request to make as regards the competitive examinations for appointment to the service

The above instructions will apply also to all other competitive examinations held either by the Bihar Public Service Commission or by Departments of Government, Heads of Departments or Offices, for recruitment to various services and posts under the State Government.

As regards recruitment to posts filled otherwise than through a competitive examination, the instructions of the Government are that for all future appointments to the Public Services knowledge of Hindi will be essential condition and all recruitment rules should be amended to provide that no one will be appointed to a post or service under Government who does not possess a working knowledge of Hindi.

If, in exceptional circumstances which must be recorded in writing by the appointing officer, a candidate unacquainted with Hindi has to be recruited, his selection should be provisional and his appointment will remain provisional for a period not exceeding six months within which he shall acquire a working knowledge of Hindi. If he fails to learn Hindi within the specified period his provisional appointment shall be cancelled. The minimum pass marks for such candidate will, however, be 25 percent. If he fails to secure this percentage, the appointment will be liable to be cancelled.

### 3 Bihar Rayastī Anjuman-e-Taraqqi-e-Hind

They wanted sign-boards and sign-posts in the city of Patna to be in Urdu and also in such districts where Urdu-speaking people were sufficient in number, for example, Purnea, Darbhanga, etc.

3. The Urdu-speaking population of this State forms less than 10 per cent of the total population. Besides quite a large number of the Urdu-speaking people can read Hindi characters. The State Government, therefore, do not consider it necessary to put up sign-boards, etc. in Urdu Script also

### 4. Bihar Rayastī Anjuman-e-Taraqqi-e-Hind.

Electoral Rolls, they claimed, should be published in Urdu also so that the Urdu speaking members may know who were their voters.

4. Under section 4 of the Representation of Peoples Act (Preparation of Electoral Rolls), the Election Commission is the authority to decide the language of the Roll. The Commission has proposed certain principles which the State Government have accepted. Rolls are also printed in the script of the linguistic minorities in such areas where they are in considerable number

### 5 Bihar Rayastī Anjuman-e-Taraqqi-e-Hind.

They pointed out that they were allowed by the Speaker under Article 210 of the Constitution to address the House in

5. Rule 34 of the Rules of Procedure and Conduct of Business in the Bihar Legislative Assembly has adopted by the

Urdu, but their speeches in Urdu were recorded in Hindi and went to them for corrections in Hindi. This, they said, was very inconvenient.

Assembly on the 28th April, 1955 under Article 208 (1) of the Constitution reads as follows :—

Rule 34, Language of the Assembly. The business of the Assembly shall be conducted in Hindi in Devanagari Script or in English:

Provided that the Speaker may permit any member who can not adequately express himself in any of the languages aforesaid to address the House in his mother-tongue ;  
(Proviso 2 relates to the language of Bills.).

Accordingly, almost all the members of the Assembly address the House in Hindi and their speeches are recorded in Devanagari Script. In actual practice, no distinction is made in the speeches delivered either in Hindi or in Urdu and all such speeches are recorded *verbatim* in Devanagari Script, as no provision for Urdu Script exists in the above rule. The Speaker also conducts the proceedings of the House in Hindi which is the official language of the State of Bihar. The State Government has nothing to do in this matter

#### 6. Bihar Rayastī Anjuman-e-Taraqqi-e-Hind.

In Dandiklakan Primary School, Palamau district, Urdu teacher was appointed. In the Upper Primary School, Sadana, no Urdu teacher was appointed so far though the post was sanctioned

6. There is provision for opening of an Urdu school at Dandial Kalla and the District Planning Committee has also approved this proposal. One teacher unit is being given to the above school. In Sadana U. P. School, the number of Urdu reading students is almost nil, and as such, no Urdu teacher has been appointed.

#### 7. Bihar Rayastī Anjuman-e-Taraqqi-e-Hind.

Their next complaint was that the degree of Ibtadai Adib, Adib Mahir and Adib Kamil conferred by the Jamai Urdu, Aligarh, was recognised by other Universities, but not by the Bihar University. They claimed recognition.

7 As regards the degrees of Ibtadai Adib, Adib Mahir and Adib Kamil conferred by the Jamai Urdu, Aligarh, the Bihar University have agreed to consider the question if relevant papers on the subject are sent to them

#### 8 Bihar Urdu Majlis and Anjuman-e-Taraqqi-e-Urdu.

Documents in Urdu were not registered by the Registration Officers. No specific cases were, however, pointed out

8. Section 19 of the Indian Registration Act enjoins that if any document duly presented for registration be in a language which the Registering Officer does not understand and which is not commonly used in the District, he shall refuse to register the document unless it is accompanied by a true translation.



into a language commonly used in the district. For the purpose of languages commonly used in the district, Rule 19 of the Registration Rules provides that in the districts of Patna and Tirhut Divisions and the Districts of Bhagalpur, Saharsa and Monghyr, English, Hindi and Hindustani (Urdu) shall be regarded as commonly used languages while in the rest of the districts, English, Hindi, Hindustani (Urdu) and Bengali languages shall be deemed to be commonly used languages.

Although it is a fact that Hindi in Devanagiri Script has been encouraged for the purpose of writing documents. Nevertheless, documents scribed in Urdu cannot be refused. The State Government have got no information that any Sub-Registrar has actually refused to accept documents written in Urdu. On the other hand, the Registering Officers in the State have been particularly warned that they must not refuse any document written in Urdu or any other languages which is commonly used in the districts within the meaning of Section 19 of the Indian Registration Act and Rule 19 of the Registration Rules.

9 *Bihar Urdu Majlis and Anjuman-e-Taraqqi-e-Urdu.*

They claimed that ration-cards, money-order-forms, the Five Year Plan, etc, should be issued in Urdu also

9. In this State the Urdu knowing population is very meagre and Hindi language is understood even by the section of the population, whose mother tongue is not Hindi. If a certain percentage of ration cards are printed in Urdu, special care will have to be taken to issue them only to Urdu knowing people but again there will be difficulty because the shopkeepers or the supervisory staff, if Hindi knowing, may not be able to scan the entries. Besides, if the request for issuing ration cards in Urdu is acceded to, it will be difficult to resist the demand for issue of the cards in other languages, like Bengali, Punjabi, etc. In view of the difficulties stated above, it is not considered necessary to issue the ration cards in Urdu also.

(Money-order-form is a Central subject and hence, the State Govt need give no comments).

-It has been decided to bring out an Urdu version of the 2nd Five Year Plan and necessary steps have been taken to the effect.

10. *Bihar Students' Urdu Congress.*

- (a) They complained that in the following colleges there was no provision for teaching Urdu :—

Bihar Sahibganj College, Arrah, Sadhu Ram P. Jain College, Arrah, Srichidnand Sinha College, L. S. College, Arrah, J. D. College, Begusarai, Nalanda College, Bihar Sharif, G.L.A. College, Daltonganj.

10. (a) Urdu is being taught in all the colleges mentioned in the representation made by the Bihar Students Urdu Congress, except in Sahibganj College. A categorical information is given as below :—

(a) Urdu is being taught as composition subject in the following colleges :

- (i) S Sinha College, Aurangabad;  
(ii) G. D. College, Begusarai

(b) Urdu is being taught both as composition and Principal subject in the following colleges

- (i) L S. College, Muzaffarpur ;  
(ii) Nalanda College, Bihar Sharif ;  
(iii) G L A. College, Daltonganj.

There is no college known as "Sadhu Ram P. Jain College" at Arrah

(b) *Bihar Riyasat Anjuman-e-Taraqqi-e-Hind*

As regards University education, they said, there were 80 Constituent Colleges, but there was no M.A. teaching in Urdu in any of them. They also submitted that it was not due to the fact that there was no demand by the Urdu-speaking peoples, but individual cases as they came up for admission were rejected, with the result that the requisite number could never be reached. It was pointed out that in the Sahibganj College, there were more than 150 students whose mother tongue was Urdu but there was no provision for teaching Urdu.

(b) As regards the teaching of Urdu at the M.A. stage, it is a fact that there is no arrangement for this in any college of Bihar University. There is, however, provision for post-graduate teaching in Urdu in the Patna University. For lack of funds, the Bihar University has not been able to do so, so far. In view of the existing facilities at Patna, there is no urgent necessity for post-graduate teaching in Urdu in Bihar University immediately. The State Govt will, however, consider the question of giving a grant to the Bihar University for the purpose when funds permit

(c) *Bihar Students' Urdu Congress.*

They complained that in the Bihar University there was no arrangement for Urdu teaching.

(c) As to the teaching of Urdu in Sahibganj College, comments of the State Government have already been furnished in letter No. 1206E, dated the 10th March from the Education Deptt. of this State Government.

11. *Anjuman-e-Taraqqi-e-Urdu, Begusarai.*

Their complaint was that there were insufficient number of teachers to teach Urdu and they said that in the Degree College, Begusarai, there was only one Urdu language teacher, in 20 High Schools there were only 16 Urdu teachers, in 50 Lower Primary Schools and Makhtabs there were only 60 teachers, in 40

11. There is only one teacher for teaching Urdu in Begusarai Degree College. Out of 24 High Schools in Begusarai, there are only 10 High Schools which have Urdu reading students and these Schools have Urdu teachers. There are 12 Urdu teachers in 40 Middle Schools, 53 Urdu teachers in 39 Urdu

middle schools there were 10 teachers to teach Urdu. In the whole week there were only 18 periods for Hindi and Urdu, 4 each per week, which is wholly insufficient. In the Pachmer Village there was no Urdu teacher and similarly in the Shahpur Lower Primary School there was no Urdu teacher.

### 12. *Anjuman-e-Millia, Soh.*

Their complaint was about the library. They said that they have been promised a building fund of Rs 4,000. Out of it half had been paid and the building has been partly constructed. The other half had not yet been paid with the result that the construction made was getting damaged.

### 13. *Anjuman-e-Millia, Soh*

- (a) They complained that in Urdu libraries Hindi books were supplied and they cannot buy Urdu books of their choice. They wanted representation at the Committee for selection of books. The Urdu libraries which were supplied Hindi books, they named, were :—

Barhi Darhah.  
Laheri Mohalla  
Sheikh Khan.  
Khas Ganj  
Imadpur  
Chajju Mohalla  
Asa Nagar.  
Khan Qah.  
Sarai  
Dasna Library.

Dasna Library, they said, was one of the most important Urdu libraries as it has rare books and from it books were lent even to the well-known Rahmania Library at Khan Qah, Monghvir

### (b) *Sri Masood of Kumhraul*

He complained that for the library, he was getting only Hindi books worth Rs 35 besides a very few cheap Urdu detective novels.

### (c) *Bihar Urdu Majlis*

Hindi books alone are supplied in Urdu libraries and they were not free to spend money to purchase Urdu books

### (d) *Bihar Students' Urdu Congress*

The same complaint that only Hindi books were supplied to the Urdu libraries.

Primary Schools and 47 Urdu teachers in Hindi Primary Schools. The number of Urdu teachers is not disproportionate to the number of Urdu knowing people and as such their complaint does not stand.

There is no such village like Pachmer in Begusarai sub-division. There is however, a village called Pachbi which has girls' Urdu School. There is also a Middle Trained teacher in Shahpur Maqtab.

12. No such grant has either been paid by the Education Deptt., or any such promise been made by them. The Anjuman has perhaps, received grants from some other sources.

- 13 The fact is that coupons of the value of book grant are sent to the libraries and they are free to select books and purchase them from the approved book agents. Unless they certify that they have received books of their choice from the book agents, payment of the bill is not made to him. Thus the libraries are free to select books for purchase out of grant for books. But in accordance with the rules framed by the Department for selection of books on coupons, 25% of the amount of grant is utilised for purchase of books in language other than Hindi. This rule has so far been applicable to all categories of libraries, including the High School libraries, of the State, but the Government are considering to revise this rule with respect to those libraries and institutions which have been set up for use of the linguistic minority communities

Dasna Library and Rahmania Library are very rich in theological and ancient literature. Dasna library was granted a sum of Rs. 10,000 in 1957-58 and an amount of Rs 15,000 was given to Rahmania library in the same year

## APPENDIX 'G'

Copy of letter No Genl/41973-70/55, dated the 19th July, 1955 from the Director of Education, State of Ajmer, to all Heads of Government and Aided Institutions.

SUBJECT.—Integration of the Education of Displaced Persons with the Normal Education System of State

### MEMORANDUM

The State Government have decided that education in Middle and High Section of Sindhi Schools is to be completely integrated with the normal education in this State. Sindhi language will however be a separate subject for all classes

2. In order that there be no difficulty in the process of integration, it has been further decided that the change over from Sindhi medium to Hindi medium will be gradual and by stages commencing from July, 1955, i.e., Hindi will be medium of instruction in class VI of all Sindhi Middle and High Schools from July, 1955 in class VII from July, 1956 and so on. Thus Hindi will be adopted as medium of instruction in classes VI to X of all Middle and High Schools for Sindhis by 1959-60

3 All teaching staff in your schools should be told that they should learn Hindi so well that there may be no difficulty in adopting Hindi as medium of instruction according to the above schedule

4 Please acknowledge receipt of this letter and report compliance of the above-mentioned orders of the State Government immediately

(Sd) A BAQI,  
Director of Education,  
State of Ajmer

True Copy.

(Sd) KISHAN CHAND,

Inspector of Schools, Ajmer

15th August

## APPENDIX 'H'

J. S. Mehta, I A S,  
Addl. Director of Education,  
Rajasthan

DIRECTORATE OF EDUCATION, RAJASTHAN-  
BIKANER

DO No EDB/ACA/C/14139/98/59.

*Dated the 13th July, 1959*

Dear Shri

Detailed instructions were issued from this office from time to time in connection with the implementations of the recommendations of the Linguistic Minority Committee. Clarifications were again given at the time of the meeting of the Deputy Directors of Education at Bikaner in the first week of June.

Reports have come to me that in certain cases action to implement these recommendations have not been taken. Ajmer, Jaipur and Udaipur Districts come prominently in such reports. You know that State Government is very particular in going these recommendations through and any further delay is likely to be taken very seriously by the State Government.

In order that you may be very clear on these recommendations, I am repeating below the gist of the recommendations and action to be taken on them —

- (1) Instructions are to be imparted to the Linguistic Minorities in their mother-tongue in classes I to V. (In a former letter you were asked to implement this in classes I and II only which is now superseded) provided the number of students belonging to that Linguistic Minority is at least 10 in a class or 40 in that school. If either of these two conditions are satisfied you have to arrange instructions for the students of linguistic minority in the mother-tongue, with immediate effect.
- (2) List of books for linguistic minority has already been sent to you. The list did not contain books in Urdu. Since these books are now finalised list of Urdu books is enclosed.
- (3) At present in classes V to VIII Sanskrit is a compulsory subject. Now it will be one of the optional subjects and not a compulsory subject. A student may have the option of taking up any one of the following subjects provided there are at least 10 (ten) students offering the subjects in a class—
  - 1 Sanskrit,
  - 2 Gujarati,
  - 3 Sindhi,
  - 4 Urdu,
  - 5 Punjabi, etc., etc
- (4) If there is demand for minority languages at the High and Higher Secondary school level and the condition of 10 in a class or 40 in that school in the High School classes is satisfied, the facility for offering one of these subjects at the High School and Higher Secondary stages are to be provided according to the rules of the Board.
- (5) This facility of providing the medium of mother-tongue for the linguistic minority from I to V and for optional subject from classes VI to X or XI as the case may be may kindly be provided with immediate effect, if not done so far, throughout the State, and not at District and Divisional Headquarters only.

- (6) In order to enable me to give necessary report to the State Government that the recommendations in this connection have been implemented, I would request you kindly to submit your report by the 31st July, 1959, positively, failing which I will have to report your name to the Government.

In case you need further clarifications and face some difficulties you may kindly address me personally.

So that you may further refresh your memory in connection with the actions to be taken by you to implement the recommendations of the Linguistic Minority Committee, I would invite your attention to the following letters issued from this office from time to time:—

- (1) EDB/Aca/(C)14139/SP/59, dated 1st July, 1959.
- (2) Printed List of Books sent
- (3) Minutes of the meetings of D.DEs held in the office of the Addl. Director of Education on 13th February, 1959 and 14th February, 1959. (These minutes were sent to D.DEs alone)
- (4) EDB/Aca/B/14473/50/58, dated 11/12th, August, 1958 addressed to all Dy. DEs. and A.D.E (W).

I would like to repeat once again that the Government is attaching great importance to this matter and any non-compliance of the instructions would be viewed with very seriously. I would also like you to acknowledge the receipt of this important D.O. letter

Yours sincerely,  
(Sd) J S MEHTA.

Shri

No EDB/Aca/(C)/14139/98/59

Dated Bikaner, 13-7-1959

Copy forwarded to Shri \_\_\_\_\_, Deputy Director of Education, \_\_\_\_\_ for information and necessary action. They must ensure that the instructions issued in this connection are faithfully followed and a compliance report is made to me by name.

(Sd) J. S MEHTA,  
Addl. Director of Education,  
Rajasthan, Bikaner.

# APPENDIX 'T'

(a) List showing the number of Sindhi and non-Sindhi students and teachers

Name of School	Sindhi students	Local students	Sindhi teachers	Local teachers
Sindhi Primary School, Ghatgate, Jaipur	250	100	4	6
Kanya Pathshala Pursharthi, Telhpara, Jaipur . . . . .	275	190	3	9
Raj Girls Primary School, Chandpole, Jaipur . . . . .	125	45	3	3
Girls School, Moti Katia, Jaipur . . . . .	250	18	3	4
Sindhi Primary School, Nandarjee Mandir, Purani Mandi, Jaipur . . . . .	450	0	11	1
Sindhi Primary School, Brahmapuri, Jaipur . . . . .	132	0	4	1
Sindhi Primary School, Namayash Camp, Jaipur . . . . .	84	36	1	4
Sindhi Primary School, Durgapur, Jaipur	102	0	2	2
Sikar, Sindhi Primary School . . . . .	60	5	1	2
Tonk Sindhi Primary School . . . . .	210	0	2	6
Sambar Lake Sindhi Primary School . . . . .	113	0	1	3
Sardapura Jodhpur Sindhi Primary School	350	10	6	3
Chopasani Sindhi Primary School . . . . .	225	20	3	6
Nehru Sindhi Primary School . . . . .	550	10	9	6
Sindhi B. Primary School, Chandpole. . . . .	225	69	5	3
Sindhi Ratnad Jodhpur . . . . .	200	60	6	3
Sindhi Rajmahal, Jodhpur . . . . .	400	0	10	2

(b) List of schools from which Sindhi teachers have been transferred to non-Sindhi schools

Headmasters/Teachers	Name of School	Transferred	
		From	To
Headmaster	Sindhi R. School	Samber Lake	Local School,
Asstt. Teacher	Do.	Samber Lake	Do.
Headmaster	Do	Durgapur	Local Middle School.
Headmaster	Do	Sikar	Do.
Headmaster	Do.	Madanganj	Do.
Headmaster	Do.	Kishangarh	Do.
Headmaster	Do.	Adarshnagar JP	Do.
Asstt. Teacher	Do.	Jodhpur	Chandpole No. 19. Jodhpur.
Do.	Do	Do.	Do. No. 2.
Do.	Do.	Do.	Swanchigate, Jodhpur.
Do.	Do.	Do.	Sursagar, Jodhpur.
Do.	Do.	Do.	Govt. Press Middle School, Jodhpur.
Do.	Do.	Do.	Do.
Do.	Do.	Do.	Rajmohal.
Do.	Do.	Do.	Primary School, Keru, Jodhpur.

(c) The List of Schools where there were only Sindhi Students and the medium of instruction was Sindhi yet non-Sindhi teachers were appointed who could not teach in Sindhi.

- (1) Government Sindhi Primary School at Chand Boari, Ajmer.
- (2) Government Sindhi Primary School, Issai Mohalla, Ajmer
- (3) Government Sindhi Primary School, Moti Katia, Ajmer
- (4) Government Sindhi Primary School, Kayastha Mohalla, Ajmer.
- (5) Government Moinia Islamia Sindhi Primary School, Ajmer.
- (6) Government Central Girls Sindhi Primary School, Ajmer.



## APPENDIX 'J'

### Reactions of the State Governments/Union Territories to Three Language Formula

1. Andhra Pradesh . . . . . The Regional language or the mother tongue shall be the first language to be studied by the pupils in the Secondary Schools of the Andhra area. It consists of two parts of which the study of Part I will be compulsory and under Part II students will be allowed to choose a further study of the Regional language or mother tongue studied under Part I or a classical or any other Indian languages. English is compulsory for all pupils and it is the Second language. Hindi is the Third language and it is also compulsory for all pupils.  
In the Telangana area the candidates have to study the following languages :—
  1. First language (mother tongue) (i.e., Telugu, Marathi, Kannada, Tamil, Gujarathi, Hindi and Urdu)
  2. Second language Hindi or one of the Regional Languages, viz., Telugu, Marathi, Kannada, for those whose mother tongue is Hindi or Urdu
  3. English.
2. Assam . . . . . Second formula accepted.
3. Bihar . . . . . Second formula accepted with some modifications
4. Jammu and Kashmir . . . . . Second formula accepted with variations. English is compulsory at Secondary stage, and medium of instruction to be Urdu in both Persian and Devnagari Script. Official languages of the State are Hindi and Urdu. Mother tongues like Kashmiri and Dogri compulsory upto V class, and to be extended to Secondary stage.
5. Kerala . . . . . The Kerala Government who were following the II formula till the close of last academic year (1957-58) have switched on to a new scheme from 1958-59. The scheme is :—
  1. *Part A.*—Regional language or mother tongue such as Malayalam, Tamil, Kannada, Urdu, English and Hindi (detailed Text and Grammar).
  - Part B.*—Regional language or mother tongue such as Malayalam, Tamil, Kannada, Urdu, English and Hindi (non-detailed text, composition and translation)
  2. English or any other European language.
  3. Hindi, Sanskrit or Arabic (Text and Grammar).

6. Madhya Pradesh . . . . . Second formula has been accepted with slight variations by the present Mahakoshal Board of Secondary Education, Jabalpur.
- The Second formula will be given due consideration, if and when a Board for Secondary Education for the new State comes into being.
7. Madras . . . . . The following formula has been adopted on the recommendations of the Legislature Committee in the White Paper on Education :—
- Languages :—Part I—Regional language.  
 Part II—Hindi or any other Indian language not included in Part I.  
 Part III—English or any other non-Indian language.
- (The formula is so designed as not to impose either English or Hindi on any pupil).
8. Mysore . . . . . Second formula accepted as follows :—  
 (a) As recommended in the Second formula.  
 (b) English.  
 (c) Hindi
9. Orissa . . . . . Second formula accepted. The first batch of students under this formula will take their Public Examination w.e.f. 1961.
10. Punjab . . . . . The three language formula has been accepted
11. Rajasthan . . . . . Second formula has been accepted.
12. Uttar Pradesh . . . . . Second formula with a very minor modification has been accepted.
13. West Bengal . . . . . Second formula has been accepted.
14. Andaman and Nicobar Islands . . . . . The Schools of the Territory are affiliated to the Secondary Board of Education, West Bengal. The following languages are taught at the Secondary Stage of Education in this Territory according to the syllabus of the above Board :—  
 (a) Hindi/Urdu First language.  
 (b) English Second language.  
 (c) Hindi for non-Hindi students/elective subjects such as Sanskrit, Persian, etc. Third language.
15. Delhi . . . . . Second formula accepted as follows :—  
 (a) As recommended in the Second formula.  
 (b) English.  
 (c) Hindi (for those whose mother tongue or regional language is not Hindi) or another modern Indian language (for those whose mother tongue or regional language is Hindi).

16. L. Muncioy and Amindiye Islands • Second Formula acceptable.  
 There are no Secondary schools at present. Education is in the Primary stage at present and the medium of instruction is Malayalam. Policy embodied in the 2nd formula will be followed when Secondary Education is provided in the Island as envisaged in the 2nd Five Year Plan.
17. Tripura • • • • • Second formula has been accepted.  
 Bengali (as regional language) and English are being taught in all Secondary schools as compulsory subjects. Hindi has been introduced in 40% of the Secondary Schools in classes V to VIII and the same will be introduced in the remaining Schools as soon as requisite number of suitably qualified Hindi teachers are available.
18. Manipur • • • • • Second formula is being followed.
19. Himachal Pradesh • • • • • The question of Three Language Formula as applicable to the Secondary Schools of Himachal Pradesh was discussed in the State Planning Advisory Board which is perhaps the most representative form in Himachal Pradesh, consisting as it does of all the Himachal Members of Parliament, about a dozen members of the Territorial and other important non-official elements and it was unanimously resolved to adopt the following pattern :
- (a) Hindi  
 (b) English.  
 (c) Sanskrit.

# APPENDIX 'K'

*Names of Districts where Linguistic Minorities are 30 per cent. and above*

Name of State	Name of district	Linguistic minority	Percentage
1. Andhra Pradesh . . . .	Hyderabad	Urdu	31%
2. Assam . . . . .	Cachar	Bengali	77%
3. Mysore . . . . .	Kolar district	Telugu	59.69%
4. Uttar Pradesh . . . . .	Bynori	Urdu	32.2%
	Moradabad	Urdu	41.2%
	Rampur	Urdu	35.18%

# APPENDIX 'L'

*State showing Linguistic complexion according to 1951 Census of the Reorganised States and Territories of the Indian Union*

Name of State	Total population (1951 Census)	Linguistic complexion				
		Tamil (82.4%)	Telugu (11.0%)	Kannada (2.7%)	Malayalam (1.0%)	
1. Madras	29,974,936	Tamil (82.4%)	Telugu (11.0%)	Kannada (2.7%)	Malayalam (1.0%)	
2. Kerala	13,549,118	Malayalam (94.3%)	Tamil (3.7%)	Kannada (0.3%)		
3. Mysore	19,401,193	Kannada (71.1%)	Telugu (10.9%)	Tamil (3.5%)	Malayalam (0.7%)	
4. Andhra Pradesh	31,260,133	Telugu (84.8%)	Kannada (2.2%)	Marathi (2.5%)	Urdu (5.4%) Tamil (1.4%)	
5. Bombay	48,265,221	Marathi (52.2%)	Gujarati (33.5%)	Hindi (2.0%)	Urdu (5.1%) Kannada (1.2%)	
6. Madhya Pradesh	26,071,637	Hindi (76.7%)	Marathi (2.2%)	Gondi (2.9%)	Rajasthani (3.4%) Bhili (3.0%)	
7. Rajasthan	15,970,774	Rajasthani (70.1%)	Hindi (21.4%)			
8. Punjab	16,134,890	Not tabulated due to language controversy				
9. Bihar	38,783,773	Hindi (88.5%)	Oriya (0.8%)	*Urdu (7.0%)	*Figures included under Hindi total	
10. West Bengal	26,302,386	Bengali (84.6%)	Hindi (6.3%)	Santhali (2.7%)	Urdu (1.8%)	
11. Uttar Pradesh	63,215,742	Hindi (79.8%)	Hindustani (10.7%)	Urdu (6.8%)		
12. Orissa	14,645,946	Oriya (82.4%)	Telugu (2.3%)	Santhali (2.3%)	Ho (1.2%) Savara (1.3%)	
13. Assam	9,043,707	Assamese (55.0%)	Bengali (19.0%)	Hindi (3.7%)		

APPENDIX 'M'

IMMEDIATE  
REGISTERED  
ACKNOWLEDGEMENT DUE

No. 61/XXI-12/1958

Preshak

Sri A. S. Misra,  
Upa Sachiva, Uttar Pradesh Shasan.

Seva Men

The Commissioner for Linguistic Minorities,  
26, Hamilton Road, Allahabad.

Dinank February 4, 1959.

VISHAY:—*Safeguards for linguistic minorities—  
Collection of information regarding—*

*Bhasha, Vibhag*

Mahoday,

I am directed to refer to Commissioner's letter No F.8/Safe/1/CLM/58(876), dated September 30, 1958, on the above subject, and to enclose herewith (Enclosure A) replies of the State Government to the Questionnaire received with that letter. In respect of certain replies, some information is still being collected and will be communicated to the Commission later.

2 The figures given in the replies to the Questionnaire, in so far as they relate to the incidence of linguistic minorities in this State, are based on the information contained in the Census of India Report for the year 1951. These figures are, therefore, to be regarded as up-to-date only up-to that year.

3. In this connexion, I am also to invite reference to the views of the State Government on the expression "linguistic minorities" as stated in this Government Secret D.O. letter No 185/XXI-16/58, dated January 19, 1959. It would be for the Commission's consideration whether mention of those views should be made in the Commission's First Report due to be made to the President.

4. A copy of the following papers containing the latest position regarding some matters concerning linguistic minorities in this State is also enclosed for the information of the Commission:

- (1) Press communique, dated July 20, 1958, on the language policy of the State Government (Enclosure B), and
- (2) Circular (confidential) No. 5171/II-B-95-58, dated November 20, 1958, regarding recruitment of members of minority communities to public services in reasonable numbers (Enclosure C).

Yours faithfully,  
(Sd) A. S. MISRA,  
Upa Sachiva.

## ENCLOSURE A

### *Replies of the Uttar Pradesh Government to specific questions raised in the Commission's Questionnaire*

(Referred to in Para of the letter)

#### I GENERAL

Question 1.—Name of the State

Answer 1—Uttar Pradesh.

Question 2.—Is the State Unilingual or Bilingual?

Answer 2—Unilingual.

Question 3.—What are the main spoken languages?

Answer 3—A list is enclosed in Annexure I

Question 4.—Are there any areas with substantial linguistic minorities population?—

- (a) what is the total population of the first four linguistic minorities in the State as a whole as against the total population of the State;
- (b) in what areas (districts, taluks and Municipal towns), these minorities are found;
- (c) what is the total population of such areas and the population of each minority group in each of these areas (districts, taluks and Municipal towns)?

Answer 4—(a) A list is enclosed in Annexure II.

(b) and (c) A list is enclosed in Annexure III.

Question 5.—Has any language given in Schedule 8 of the Constitution been declared as.—

- (i) Regional language of the State;
- (ii) Official language for use in any—
  - (a) Administrative offices;
  - (b) Courts; and
  - (c) High Courts

Answer 5—(i) Only Hindi has been declared as the Regional language of the State. This is also the official language of the State.

(ii) (a) Hindi has been declared as the official language of administrative offices

(b) Hindi has been declared as the official language of the subordinate courts.

(c) English is the language of the High Court.

Question 6.—Has any district, taluk or Municipal town in the State been declared bilingual? If so, give its name and of the languages.

Answer 6—No The second part does not arise.

## II. EDUCATION

### 1 Education at Basic Stage

#### Questions:—

- (a) Have arrangements been made in all State District Board and Municipal Schools and aided schools for instruction and examination in the Junior Basic Stage in the medium of the mother-tongue of the child, where it is different from the Regional or State language and if so, for what languages?
- (b) For how many children in a class or school a teacher is appointed for such language?
- (c) Whether only an extra section of the class is opened in such cases or a separate class is opened.
- (d) Is education in the mother-tongue of the child imparted only in the language subject or in all the subjects of the curricula?
- (e) In case the mother-tongue language is taught only as the first language or as second language, is the State or Regional language also compulsory?
- (f) How is the switch over from mother-tongue language effected in the Secondary stage?
- (g) What are the total number of schools with Junior Basic Stage in the State, in how many of them separate classes or sections have been opened for imparting instructions in the mother-tongue of the child other than the State or Regional language and what is the number of students in them?

#### Answers:—

- (a) and (b) Arrangements are made in State District Board, Municipal Schools and aided schools for instruction and examination in the Junior Basic Stage from Classes I to V in the medium of the mother-tongue of the child where it is different from the Regional or State language. Such languages for which arrangements exist are Urdu, Bengali, Sindhi and Punjabi. Government *vide* G.O. No. A/8435/XV-3401-53, dated 20th October 1953 (see Annexure IV), have laid down that arrangements must be made for instruction in the mother-tongue of the child by appointing at least one instructor, provided there are not less than 40 pupils speaking the language other than State language in the whole school or ten such pupils in a class—the mother-tongue being the language declared by the parent or guardian to be the mother-tongue.
- (c) The Head of the institution has discretion in the matter.
- (d) Education in the mother-tongue of the child is imparted not only in the language subject, but the mother-tongue is the medium of instruction for all subjects from classes I to V as given in G.O. No. A/798/XV-3191/48, dated 29th July 1952 (see Annexure V).
- (e) The question does not arise.
- (f) The Regional or State language (Hindi) where it is different from mother-tongue is introduced not earlier than Class III and not later than the end of the Junior Basic Stage. In order to facilitate the switching over to the Regional language as medium in the Secondary stage, Government have issued instructions in G.O. No. A/798/XV-3191/48, dated July 29, 1952 (see Annexure V), to give children the option of answering questions in their mother-tongue, for the first two years after the Junior Basic Stage. Government has also laid down that it will provide similar facilities in all Government, Municipal and District Board Schools where one-third of the total number of pupils of the school request for instruction in their mother-tongue.



- (g) The total number of schools with Junior Basic Stage in the State is 33,321. Out of them 1,393 impart instruction in Urdu as mother-tongue of the child. The number of teachers and students in these schools is 2,466 and 91,586 respectively. Information about the number of schools with other minority languages, e.g., Sindhi, Punjabi and Bengali as medium of instruction will be sent later along with number admitted in them and number of teachers appointed. Information about separate sections/classes opened, if any, for imparting instructions in minority languages will also be submitted later on.

## 2 Education at Secondary Stage

### Questions:—

1. Have any separate schools been opened by Government in any area/areas for imparting education in the mother-tongue of the pupils other than the Regional or State Language? If so, where and for what languages?
2. Have any private schools been organised and established in any areas/area of the State for the purpose? If so, in what parts of the State (mention only names of the districts and cities) and in what number?
3. Have they been recognised and is any of them being given grant-in-aid by the Government and if so, whether any discrimination is made in the amount of such grants between such schools and other ordinary schools with medium of instructions in the Regional or State language? If so, in what way, i.e., on what grounds and to what extent?
4. Have any facilities been given in any Government, Municipal and District Board Schools for imparting education in the mother-tongue of the pupils other than the Regional or State language where 1/3 or the total number of pupils of the school request for such instruction?
5. Is a separate class or only a separate section of the class opened in such cases?
6. Give total number of such schools, classes and sections of classes as well as the number of students to whom the education in mother-tongue in the Secondary stage is imparted and the number of teachers appointed for the purpose.
7. Has any request in any school imparting education at the Secondary stage in the mother-tongue of the pupils other than the State or Regional Language been turned on the ground of "adequate facilities for such instruction being not available" in any particular area?
8. Has the State accepted the three language formulae and has any of the minority languages been included as one of the three languages.

### Answers:—

1. No separate school has been opened by Government at the Secondary stage.
2. Nil (English medium schools are excluded).
3. The question does not arise.
4. Government have issued instructions in G.O. No. A/798/XV-3191/48, dated July 29, 1952 (see Annexure V) for providing facilities in all Government, Municipal and District Board Schools where one-third of the total number of pupils of the school request for instruction in their mother-tongue.

5. The Head of the institution had discretion in the matter.
  6. There are no schools in which any language other than Hindi (and in a few cases English) is the medium of instruction Annexure VI gives information about the teaching of languages other than Hindi and English
  7. Nil
  8. Yes, in principle.
3. Affiliations of Schools and Colleges imparting instructions in minority languages

Questions:—

1. Are there any educational institutions in the State imparting education through the media of minority languages only?
2. Are these recognised by the University and Board of Education within the State?
3. Are there any cases in which such institutions have been permitted affiliations to Universities and Boards of Education outside the State? If not, the reasons therefor
4. In cases where affiliation has been granted, the following particulars may be furnished.—
  - (a) Name of the institution;
  - (b) Standard of education imparted,
  - (c) Name of minority language in which education is imparted; and
  - (d) University or Board of Education outside the State to which affiliated.
5. If there are cases in which the State has given permission for such affiliation, but the institution itself has not availed it, the number of such cases may be mentioned in the following proforma:—

Name of Language	Name of University or Board etc., outside the State for which affiliation is wanted	No. of institutions in the State to which permission was granted but not availed of	Remarks (Here please give details of standards of education for which affiliation was permitted)
Nil	Nil	Nil	Nil

- (6) Have grants-in-aid and other facilities been refused to any school or college imparting instructions in minority language which has affiliated itself to an outside educational institution, if so, the names of such institutions and reasons for refusal of the grants-in-aid be stated?
- (7) Have any grants been applied for and given to educational institutions imparting instructions in minority languages for establishment or expansion of libraries or books in the minority languages. Number of cases in which such grants have been granted and the total amount given for each minority language may be stated?
- (8) In case such requests have been refused, names of the institutions which applied for such grants and the amount asked for by each of them may also be stated together with reasons for the refusal of the grant

- |                                     |   |  |
|-------------------------------------|---|--|
| (1)                                 | } | No, but Arabic Madararas and Sanskrit Pathshalas are maintained (at the Primary level), also Makhtabs and Islamia schools. In these, Urdu is the medium of instruction |
| (2)                                 |   |  |
| (3)                                 |   |  |
| (a) (b) (c) (4) (d) (5) (6) (7) (8) | } | They are recognised by the Govt. Department of Education. Examinations for Sanskrit Pathshalas will in future be conducted by the Varanasi Sanskrit University.        |

### III. SCHOOLS AND EDUCATIONAL INSTITUTES ESTABLISHED AND RUN BY THE LANGUAGE MINORITIES

#### Questions:—

- 1 Have any schools Basic, Secondary and Colleges been established and run by any language minority? If so, mention their number, in each District, Taluk and Municipal town, where they are situated and number of students therein
- 2 Has any grant for running of the schools buildings or library been applied for and granted to such schools and colleges? If so, please state the amount applied for and granted for each purpose.
- 3 If any discrimination has been made on the ground that the school or college is under the management of minority whether based on religion or language as against grants ordinarily given to Schools, Colleges for each purpose, the extent thereof and reasons therefor may be mentioned

#### Answers.—

- 1 and 2 A Statement in respect of Secondary Schools and Colleges is enclosed as Annexure VII. Information regarding Basic Schools will follow. The list is tentative because institutions are not officially classified as run by minorities or otherwise.
3. No discrimination has been made

### IV OFFICIAL LANGUAGE

#### Questions:—

- 1 Are there any districts, taluks or Municipal towns where any single minority/minorities constitute a population of 30 per cent each or more of the total population of the area (give details of such areas and their population)?
2. Have such areas been declared bilingual and if so, state the names of the languages for which the areas have been so declared in the following term:—

Name of district, taluk or Municipal town	Total population	Name of linguistic minority/minorities having a population of 30% or above	Population of each minority	Percentage of each minority population as against the total population of the area
Nil	Nil	Nil	Nil	Nil

- 3 Is there any district, taluk or Municipal town in the State, in which the population of any minority constitutes 70 per cent. or more of the total population of that area?

If so, state the name of the linguistic minority group and whether the language of the minority group has been declared as the official language of that area instead of the State language

- 4 Has any part of the State been declared bilingual for purposes of official language?
- 5 Whether there are any orders in the State or any part thereof in respect of restricting the right of any citizen of the State or resident of the area in submitting representations for the redress of any grievance in any language used in the Union or the State, other than the language declared as State or Regional language?

- 6 Is there any rule or Government direction or any restriction in getting a document registered which is not in the State or Regional language of the State?
- 7 Are there any districts, taluks or Municipal towns in the State where any single linguistic minority or minorities constitute a population of 15 to 20 per cent of the total population of the area? If so, whether all important Government notices and rules intended for use in the area are published in the language of such minorities?

Answers:—

1. There are no linguistic minorities as such in this State as constitute a population of 30 per cent each or more of the total population of that area, except that the number of Urdu speaking persons in the following districts of the U.P. constitute more than 30 per cent. of the total population of the district concerned:—

Name of District	Population of Urdu speaking people
1 Bijnor . . . . .	2,97,480 (32 2%)
2. Moradabad . . . . .	3,67,367 (41 2%)
3 Rampur . . . . .	1,91,620 (35 18%)

- 2 No areas have been declared bilingual in this State but the State Government have decided to accord some facilities to the Urdu speaking people of those areas in the State where the population of Urdu speaking people is not less than 10 per cent. of the total population of that area. These areas include the districts of Moradabad, Bijnor and Rampur (where Urdu speaking people constitute more than 30 per cent of the total population) and the districts of Bareilly, Saharanpur and Muzaffarnagar (where the population of Urdu speaking people is more than 10 per cent. of the total population) and the city of Lucknow. This has been done in accordance with the recommendations of the Government of India on the report of the State Reorganization Commission.
- 3 There is no such area in this State The second part does not arise.
- 4 No part of this State has been declared bilingual
- 5 No such orders have been issued.
- 6 The information is being collected.
7. Yes, in the districts of Rampur, Bijnor, Bareilly, Moradabad, Saharanpur and Muzaffarnagar and in Lucknow city, the number of Urdu speaking people constitutes a population of 15 to 20 per cent or more U.P. Government's Press Communique, dated July 20, 1958 lays down that important Government notices and rules, etc intended for use in the districts should also be published in the Urdu language hereafter

#### V ADMISSION TO MEDICAL, ENGINEERING AND TECHNICAL CLASSES

Questions.—

- 1 What is the language in which teaching is imparted in these classes?
- 2 Is a proficiency in the State or Regional language test held before admission?
3. What is the proportion of the students belonging to the linguistic minority group who applied and who were admitted?
- 4 Is there any truth in the complaint that linguistic minorities are discriminated against?

Answers:—

- 1 English in diploma institute and Hindi in certificate courses.
- 2 No
- 3 No student belonging to linguistic minority groups is debarred. Teaching is imparted in both English and Hindi and no problem has so far arisen for debarring students on language basis.
4. There is no truth in this complaint.

This relates to the Engineering and Technical classes only. Information regarding Medical Education is being collected.

## VI SERVICES—STATE SERVICES

Questions.—

- 1 Give names of State service cadres for which competitive examinations are held for recruitment?
- 2 What is the language media for the examination for such competitive examinations?
- 3 Is any of the minority languages of the people constituting about 15 to 20 per cent or more of the population recognised as media for such examination in addition to English, Hindi and State language?
- 4 Is proficiency in the State or Regional language of the State a pre-requisite for recruitment to State Services or the candidate is allowed to acquire such proficiency\* after selection but before the end of the probationary period and whether any extension is also granted to such probation period to help the candidate to acquire such proficiency?
- 5 Is there any subordinate services cadre in the State which is treated as cadre for a district or districts?
- 6 Has any minority language recognised as official language in district been declared medium of examination for such cadre of subordinate service? If so, name the service cadre, the districts for which it has been declared as district cadre and the language permitted as medium of examination.
7. If the State or Regional language papers is compulsory, are the marks secured in such paper taken into account for the purposes of competition or is it merely a qualifying test?

Answers:—

1. Competitive examinations are held for recruitment to the following State Services.—
  - (i) U.P. Civil (Executive) Service.
  - (ii) U.P. Police Service.
  - (iii) U.P. Finance and Accounts Service.
  - (iv) U.P. Sales Tax Officers' Service
  - (v) U.P. Civil Judicial Service
  - (vi) U.P. Judicial Officers' Service.
  - (vii) U.P. Forest Service

One combined examination is held for recruitment to these services.

A combined examination is held for recruitment to these services.

- 2 The language media for such examination is English as well as Hindi. It is left to the discretion of the candidates to choose any of these two languages in answering their papers except that the papers in the subject of English (compulsory or optional) must be answered in English and those in the subject of Hindi must be answered in Hindi
- 3 No
- 4 There are two compulsory papers on Hindi in the competitive examination for combined State Services, and one in the examination for the U.P. Forest Service. So far as the combined examination for the U.P. Civil (Judicial) and the U.P. Judicial Officers' Service is concerned, there is a language paper which is divided in two parts the first part containing a passage in English to be translated into the ordinary language spoken in court using the Devanagari Script and some other questions to test the knowledge of Hindi and the second part containing two passages—one in the Persian script and the other in Devanagari script. Candidates are required to transliterate either passage into the opposite script taking as original whichever script is in papers. In the case of State Services, recruitment to which is made without competitive examination, i.e., after advertisement interview, etc, candidates are generally required to possess a working knowledge of Hindi, but in the case of certain posts such as those of Hakims, candidates are permitted to acquire working knowledge of Hindi before their confirmation
- 5 Yes, Peshkars in the U.P. Subordinate Revenue (Executive) Service in the districts of the Kumaon division
- 6 No
- 7 Yes, the marks secured in Hindi paper or papers are taken into account for purposes of competition

## VII DOMICILE RULES

**Question 1**—Are there any rules still in force in the State or any part of the State which impose domicile restrictions with reference to residence in the State for the purposes of—

- (a) Recruitment to any branch or cadre of State or Subordinate Service of the State
- (b) Freedom of trade, commerce and intercourse
- (c) Right of equality of opportunities and private enterprise, right in respect of obtaining Government contracts, grant of scholarships, admission to schools, colleges and technical institutions, etc
- (d) Have any reservations been made by the State in any of their services for recruitment of candidates from outside the State or from linguistic minorities

**Answer 1**—(a) Yes A copy of the G O laying down a revised general rule regarding nationality, domicile and residence of candidates for recruitment to services and posts under the subordinating control of the Governor, Uttar Pradesh, is enclosed as Annexure VIII But this G O. will be abolished from the date the Public Employment (Requirement as to Residence) Act, 1957, is enforced by the Government of India In the meanwhile, the State Government has decided that exceptions from the requirement as to Residence should be granted liberally to candidates applying for the same. Copies of G O Nos 1165/II-B-186-1951, dated April 30, 1958 and 3252/II-B-186-1951, dated August 23, 1958 issued in this connexion are enclosed in Annexures IX and X

(b) No restrictions are imposed

(c) No restrictions are imposed

(d) No reservations have been made by the State in any of their services for recruitment of candidates from outside the State or from linguistic minorities

## VIII. MISCELLANEOUS

**Question**—Representations have been received by this Office and Government of India from some of linguistic minorities asking for grant of reservation in State and subordinate services, reservation of seats in State Legislatures and reservation of certain seats in technical and other higher education institutions. Views/Comments of the State Government with regard to these demands may kindly be also communicated.

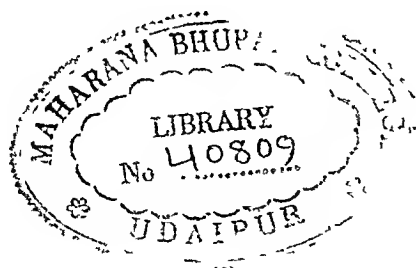
Suggestions have also been made that each State should appoint a whole-time Minority Officer who should be entrusted with the duties of looking after the interests of the linguistic minorities of the State, receive representations from them with regard to safeguards granted under the Constitution of India, concerning different departments of the State and take such action as may be necessary from time to time. Comments/views of the State Government with regard to this suggestion may kindly be also communicated.

**Answer**—Part I—No representations have been received by this Government. The State Government have no comments to make in this regard.

Part II—Comments of the State Government in this connexion have already been communicated to the Commission of Linguistic Minorities in G.A.D letters No 878A/III-6-H/1958, dated April 23, 1958 and No 1891A/III-36-H/1958, dated June 11, 1958. According to these letters, all correspondence regarding linguistic minorities in this State is to be addressed to the Chief Secretary, U.P. Government.

It may, however, be mentioned that most of the matters relating to Linguistic Minorities are now dealt with in the newly created Language Department of the Secretariat which forms part of the Chief Secretary's Branch and this Department co-ordinates all matters dealt within the various Departments of the Secretariat. One of the Deputy Secretaries in the Chief Secretary's Branch has been put in over-all charge of this Department and may be regarded, for all practical purposes, as the Special Linguistic Minorities Officer of the State.

It may also be mentioned in this connexion that there is a Special Officer in the Education Department designated as Officer on Special Duty (Language) to look after the matters concerning the linguistic minorities in the Educational institutions of this State. This post was created in 1953.



## ANNEXURE I TO ENCLOSURE A

[Referred to in reply to Q.I(3) of the Commission's Questionnaire contained in Enclosure A]

*Statement showing the names of the main spoken languages of Uttar Pradesh*

1. Hindi.
2. Hindustani.
3. Urdu.
4. Kumaoni.
5. Garhwali
6. Punjabi
7. Bengali
8. Jaunsari.
9. Sindhī
10. Pahari.
11. Gujrati
12. Marathi
13. Marwari
14. Tamil
15. Telugu
16. Malayalam
17. Dhangri
18. Kashmiri
19. Purbi.
20. Gondi
21. Kangri
22. Bishari
23. Multani
24. Binharie
25. Jubli
26. Oriya.
27. Gujri
28. Bhojpurī.
29. Assamese.
30. Kannadi
31. Kanauri.
32. Parsi.
33. Avadhi
34. Baltistani.
35. Dogra
36. Haburi
37. Konkani
38. Bihari
39. Jaipuri
40. Siroji



- 41 Banjari
- 42 Pathwari.
- 43 Mandali.
- 44 Rajasthani.
- 45 Santhali
46. Sirmori
47. Derawali
48. Bilaspuri.
- 49 Kanjari
- 50 Munda.
- 51 Coorgi
- 52 Parvati.
- 53 Nepali
54. English
- 55 Gorkhi.
- 56 Pushto
57. Persian.
- 58 Tibeti
- 59 Malyan
- 60 Chinese.
- 61 Turkish.
- 62 Burmese.
- 63 Bhutani.
- 64 Baluchi.
- 65 Goanese.
66. Portuguese.
67. German.
68. Arabic
69. Ladhakhi
70. Bhotia
71. Italian
72. French.
73. Swedish
- 74 Japanese
- 75 Norwegian
76. Russian
77. Singhalese.
- 78 Kikui.
79. Greek.
- 80 Indonesian.
- 81 Dutch
- 82 Swiss.
- 83 Siamese.
- 84 Polish.
85. Spanish.

# ANNEXURE II TO ENCLOSURE A

[Referred to in Answer to Q.I(4) (a) of the Questionnaire contained in Enclosure A]

Showing the total population of Uttar Pradesh with distribution according to mother-tongue

Mother-tongues										Population according to mother-tongues
1	Hindi	.	.	.	.	.	.	.	.	5,04,54,217
2	Hindusthani	.	.	.	.	.	.	.	.	67,42,937
3	Urdu	.	.	.	.	.	.	.	.	43,00,425
4	Kumaoni	.	.	.	.	.	.	.	.	5,71,348
5	Garhwali	.	.	.	.	.	.	.	.	4,82,607
6	Punjabi	.	.	.	.	.	.	.	.	3,23,456
7	Bengali	.	.	.	.	.	.	.	.	73,045
8	Jaunsari	.	.	.	.	.	.	.	.	54,019
9	Sindhi	.	.	.	.	.	.	.	.	53,833
10	Pahari	.	.	.	.	.	.	.	.	21,636
11	Gujarati	.	.	.	.	.	.	.	.	14,190
12	Marathi	.	.	.	.	.	.	.	.	10,866
13	Marwari	.	.	.	.	.	.	.	.	9,320
14	Tamil	.	.	.	.	.	.	.	.	8,061
15	Telugu	.	.	.	.	.	.	.	.	2,145
16	Malayalam	.	.	.	.	.	.	.	.	2,001
17	Dhangri	.	.	.	.	.	.	.	.	1,982
18	Kashmiri	.	.	.	.	.	.	.	.	1,970
19	Purbi	.	.	.	.	.	.	.	.	1,664
20	Gondi	.	.	.	.	.	.	.	.	875
21	Kangri	.	.	.	.	.	.	.	.	807
22	Bisari	.	.	.	.	.	.	.	.	730
23	Multani	.	.	.	.	.	.	.	.	615
24	Binharic	.	.	.	.	.	.	.	.	551
25	Jubli	.	.	.	.	.	.	.	.	516
26	Oriya	.	.	.	.	.	.	.	.	475
27	Gujri	.	.	.	.	.	.	.	.	312
28	Bhojpuri	.	.	.	.	.	.	.	.	260
29	Assamese	.	.	.	.	.	.	.	.	260
30	Kannadi	.	.	.	.	.	.	.	.	253
31	Kanauri	.	.	.	.	.	.	.	.	224
32	Parsi	.	.	.	.	.	.	.	.	223
33	Avadhi	.	.	.	.	.	.	.	.	189
34	Baltistani	.	.	.	.	.	.	.	.	187
35	Dogra	.	.	.	.	.	.	.	.	175
36	Haburi	.	.	.	.	.	.	.	.	156
37	Konkani	.	.	.	.	.	.	.	.	132
38	Bihari	.	.	.	.	.	.	.	.	94
39	Jaipuri	.	.	.	.	.	.	.	.	89
40	Siroji	.	.	.	.	.	.	.	.	86
41	Banjari	.	.	.	.	.	.	.	.	73
42	Pathwari	.	.	.	.	.	.	.	.	56
43	Mandali	.	.	.	.	.	.	.	.	50
44	Rajasthan	.	.	.	.	.	.	.	.	42
45	Santhali	.	.	.	.	.	.	.	.	40
46	Sirmori	.	.	.	.	.	.	.	.	34
47	Darwali	.	.	.	.	.	.	.	.	29
48	Bilaspuri	.	.	.	.	.	.	.	.	28

Mother-tongues	Population according to mother- tongues
49 Kanjari	22
50 Munda	20
51 Coorgi	20
52 Parvati	17
53 Nepali	53,445
54 English	11,451
55 Gorkhi	7,189
56 Pushto	2,424
57 Persian	1,275
58 Tibeti	542
59 Malayan	477
60 Chinese	271
61 Turkish	233
62 Burmese	143
63 Bhutani	137
64 Baluchi	134
65 Goanese	126
66 Portuguese	94
67 German	91
68 Arabic	73
69 Ladhakhi	70
70 Bhotia	50
71 Italian	45
72 French	33
73 Swedish	15
74 Japanese	13
75 Norwegian	12
76 Russian	11
77 Singhalese	8
78 Kikui	6
79 Greek	2
80 Indonesian	2
81 Dutch	2
82 Swiss	2
83 Siamese	2
84 Polish	1
85 Spanish	1
Total population of Uttar Pradesh	
6,32,15,742	

# ANNEXURE III

[Referred to in Answer to Question No. 1(4)(b) of the Commission's Questionnaire contained in Enclosure A.]  
*Distribution of Population of U.P. by Mother-Tongue in Districts, Tehsils, Municipal Board and other Local Areas*

District	Total population	Urdu	Kumaoni	Garhwali	Punjabi	Bengali	Jaunsari	Sindhi	Pahari	Gujrati	Mara- thi	Nepali	Eng- lish	Hindu- tam
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1. Dehra Dun	362005	17368	1013	23838	33315	2849	54014	836	30	230	339	16113	914	21096
Tahsil Chakrata (Rural)	58469	93	295	1000	312	2	53137		7			573	1	422
Tahsil Dehra Dun (Rural)	131937	11069	138	13352	4787	768	753	20	23	10	43	6114	106	5938
Urban (Non-city)	27383	1440	230	3955	3246	360	110	172		58	79	2263	321	2179
Dehra Dun City	144216	4766	350	5331	24970	1719	14	644		162	207	7163	486	12557
2. Saharanpur Tehsil	1353636	295795	128	3549	37345	2398	4	798		1950	1705	2070	1476	263734
Deoband (Rural)	227983	28224			1123	50								59733
Tehsil Naku (Rural)	189067	38256		1	1074	29	4					7	8	23412
Tehsil Roorkhee (Rural)	304385	57193	27	155	1771	43		36		256		1413	36	58414
Tehsil Saharanpur (Rural)	294650	81045	10	71	1875			6	..			300	1	84082
Urban Non-city	131778	49780	64	776	8885	446		71	..	577	249	35	39	18093
Saharanpur City	148435	38088	1	2048	14319	1625	..	101	..	1088	1398	44	1392	8497
Hardwar City	57338	3209	26	498	8298	205	..	584		29	58	271		11593

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
3. Muzaffarnagar		1221768	184121	..	152	7851	434	.	95	14	40	83	28	5	387501
Tehsil Budhana		232132	17535	..	.	312	11	.							145544
Tehsil Jansath (Rural)		249828	43118	.	138	1454	371		23	.	.	80			60186
Tehsil Kairana (Rural)		25169	31792	.		271	7	.	2	.		1			42624
Tehsil Muzaffarnagar (Rural)		282901	41720	..	1	721	4		8	.	3	1	1	3	99158
Urban Non-city		141003	37275	..	13	2589	30		.	.	1	1	19		37151
Muzaffarnagar City		64213	12681	.	..	2504	11	.	62	14	36		8	2	2838
4 Meerut		2281217	299699	.	..	62051	2759		3558		1687	270	825	704	886621
Tehsil Baghpat (Rural)		364747	38743	.		110	..	.							86755
Tehsil Ghaziabad (Rural)		342451	29802	..	.	1811	109	.	.	.	10	32	33	15	215325
Tehsil Idapur (Rural)		309246	28886	.	.	8262	54			.	42		9		202109
Tehsil Nawana (Rural)		244410	31438	.	.	5636	70		346		240	1	.	7	114402
Tehsil Meerut (Rural)		240056	22027	.	..	644	10	.	.		3	.	66	444	121439
Tehsil Sardhana		280631	26816	.		2050	160		50		61	7	.		97012
Urban Non-city		222748	53451	..	.	10094	298	.	728	.	322	130	49	4	25573
Meerut City		233183	62792	.		28122	1490		2341		727	54	529	225	23643
Ghaziabad City		43745	5744	..	.	5322	568		93	..	282	46	139	9	363
5. Bulandshahr		149984	119939	..	..	3741	120	..	185	.	66	14	28	3	232513
Tehsil Anupshahr (Rural)		339568	49075	..	.	21	6	..	..	..	..	1	2	..	7795

Tehsil Bulandshahr (Rural)	24391	..	..	92	.	..	..	..	..	5	1	119469
Tehsil Khurja (Rural)	11785	.	..	152	3	..	..	..	..	.	.	34140
Tehsil Sikandrabad (Rural)	9317	..	..	119	1	3	..	..	..	1	1	37717
Urban Non-city	55471	.	..	3357	110	.	182	..	66	12	21	33392
6. Aligarh	93244	.	14	4010	397	.	340	2	512	55	100	50163
Tehsil Atrauli (Rural)	18325	.	..	37	..	.	.	.	1	..	..	34899
Tehsil Hathras (Rural)	58	.	..	5	7	..	..	..	1	9	..	112
Tehsil Igla (Rural)	1083	.	..	7	1	.	.	..	..	.	..	151
Tehsil Khair (Rural)	3822	..	..	74	2	1	.	..	.	.	.	609
Tehsil Koi (Rural)	3688	.	..	68	102	1	..	1	..	1	6	142
Tehsil Sikandra Rao (Rural)	768	..	..	19	.	.	5	..	.	1	..	3443
Urban Non-city	14494	..	..	372	7	17	.	2	36	.	.	6283
Aligarh City	49182	.	14	2558	252	293	2	497	15	83	13	3584
Hathras City	1824	.	.	870	26	.	23	.	12	2	1	940
7. Mathura	17584	.	..	2558	3242	1398	80	713	703	33	2	6084
Tehsil Chhata (Rural)	1800	.	.	149	166	12	.	3	.	.	..	..
Tehsil Mat (Rural)	356	.	..	29	8	..	..	.	.	2	..	.
Tehsil Mathura (Rural)	463	.	..	78	3	.	6	..	1	.	.	194
Tehsil Sadabad (Rural)	118	..	..	12	..	.	2	..	6	4	1	181
Urban Non-city	4277	..	.	875	2936	.	923	80	146	29	30	1715
Mathura City	10570	..	.	1415	129	.	455	.	560	667	.	3994

I	2	3	4	5	6	7	8	9	10	11	12	13	14	15
S. Agra	.	1501391	85858	.	42	24072	3117	14598	867	407	305	1312	42027	
Tehsil Agra (Rural)	.	135944	1330	.	..	362	24	203	56	3	1	3	1112	
Tehsil Bah (Rural)	.	143398	10	.	..	..	6	..	..	1	..	..	.	
Tehsil Etanadpur (Rural)	.	188158	468	.	25	2	.	3	8	.	.	.	6	
Tehsil Fatehabad (Rural)	.	128639	172	.	2	.	.	8	.	.	.	.	124	
Tehsil Firozabad (Rural)	.	133773	767	.	81	29	.	7	2	14	9	..	199	
Tehsil Kheragarh (Rural)	.	140776	793	.	78	.	.	4	..	..	.	.	.	
Tehsil Kiraoli (Rural)	.	132841	424	.	15	.	.	10	1	1	.	.	608	
Urban Non-city	.	56759	8385	.	.	.	.	.	36	119	36	118	987	
Agra City	.	375665	49151	.	42	21412	2909	13156	745	269	249	1191	37676	
Ferozabad City	.	65438	24358	.	.	847	29	812	19	..	10	..	1305	
9. Mainpuri	.	993890	13503	.	.	2400	86	435	10	33	44	6	12335	
Tehsil Karhal (Rural)	.	110660	204	.	4	.	.	.	..	..	..	..	3665	
Tehsil Jaserana (Rural)	.	167719	2440	.	2	.	.	..	..	..	.	..	873	
Tehsil Bhongaon (Rural)	.	273622	372	..	60	2	.	13	..	32	..	..	139	
Tehsil Mainpuri (Rural)	.	183662	745	.	107	..	..	..	..	..	..	3	342	
Tehsil Shikohabad (Rural)	.	182953	2840	..	139	8	.	42	7	.	16	..	243	
Urban Non-city	.	75274	6902	.	2088	76	.	380	3	1	28	3	6973	
10. Etah	.	1124351	63044	..	725	76	.	745	96	21	12	40	68864	

Tehsil Aungmy (Rural)	272967	17572	..	..	1	1	..	1	11	..	..	3001
Tehsil Etah (Rural)	277395	1983	.	..	20	..	..	401	..	..	10	25755
Tehsil Jalesar (Rural)	118961	281	.	..	4	.	..	1	..	..	..	1282
Tehsil Kasganj (Rural)	306683	9074	.	..	145	3	..	9	..	..	21	27597
Urban Non-city	138345	34134	..	..	555	72	..	334	..	95	10	11028
Barilly	1269233	148321	.	..	9922	729	.	1548	38	334	17	241
Tehsil Aonla (Rural)	216350	863	.	..	8	.	..	..	..	..	16	655144
Tehsil Baheri (Rural)	184236	8245	..	..	535	11	..	15	33	..	3	162721
Tehsil Barilly (Rural)	223433	27510	.	..	1570	217	..	87	61	6	163	16
Tehsil Faridpur (Rural)	136302	987	..	..	.	.	..	..	..	..	..	181193
Tehsil Nawabganj (Rural)	128665	8389	..	..	110	.	..	7	..	9	..	11069
Urban Non-city	72164	24685	.	..	538	.	..	10	2	57	7	26367
Barilly City	208083	77642	..	..	7161	501	..	1444	21	183	..	58
Bijnor	984196	297480	.	..	3856	63	..	7	69	12	22	1220
Tehsil Bijnor (Rural)	203838	46046	.	..	173	8	..	..	..	..	1	3963
Tehsil Dhampur (Rural)	268065	46543	.	..	414	28	..	..	..	215	..	40388
Tehsil Nagina (Rural)	128118	28155	.	..	125	1	..	..	..	3	..	179855
Tehsil Nazibabad (Rural)	147214	41173	..	..	260	.	..	51	..	..	944	..
Urban Non-city	236661	135563	.	..	2884	26	..	7	18	12	22	57
Budaun	1251152	122188	2	53	3369	694	..	..	..	5	17	11
Tehsil Biraull (Rural)	242775	18535	1	..	48	3	..	..	..	..	..	10999



I	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Tehsil Budaon (Rural)	232618	22405		50	2187	547	.	.	.	17	697	3998		
Tehsil Dataganj (Rural)	219784	2880		..	2	1	.	.	.	..	..	227		
Tehsil Gunnaur (Rural)	179889	5614	.		336	134	.	.	.			144774		
Tehsil Sahasawan (Rural)	210742	14851	.	.	2	.	.	.	.	1	.	26496		
Urban Non-city	91823	34439	.	.	340	.	..	..	.	4	7	10475		
Budaon City	53521	23464	I	2	554	9	.	.	..		4	4223		
14 Moradabad	1660955	367367		11	10377	854	.	408	137	39	28	166	345	649691
Tehsil Amroha (Rural)	219862	31903	.	..	630	8	.	4	..	..	..	.	.	34044
Tehsil Bilari (Rural)	245410	26720	.	.	346	87	.	.	.	.	.	.	.	133912
Tehsil Hasanpur (Rural)	209325	27695	.	.	1359	4	.	..	..	.	.	.	.	59515
Tehsil Moradabad (Rural)	206622	34310	..	..	145	3	.	21	78	..	.	.	..	134415
Tehsil Sambhal (Rural)	265854	32497	..	..	112	14	..	.	.	..	.	..	..	178159
Tehsil Thakurdwar (Rural)	117522	12073	.	..	383	..	..	.	..	..	..	..	..	77289
Urban Non-city	113972	45996	..		2357	74	.	243	..	11	..	17	..	11936
Moradabad City	161854	73935	..	4	4053	652	..	140	59	21	28	149	345	10179
Amroha City	59105	41214	..		515	.	.	.	..	7	..	..	..	3422
Sambhal City	61429	41024	..	7	477	12	.	..	..	..	..	..	..	6820
15. Shahjahanpur	1004378	86545	.	..	4339	344	..	383	18	38	17	49	..	14910
Tehsil Shahjahanpur (Rural)	202900	5801	..	..	173	29	..	10	..	..	..	..	17	140

Tehsil Pawayan (Rural)	222009	4886	..	840	..	..	..	..	..	..	..	2	3271
Tehsil Jalalabad (Rural)	197523	3804	.	159	1	..	..	..	..	..	..	..	41
Tehsil Tildhar (Rural)	231546	9951	..	4	4	..	..	..	..	..	..	..	2032
Urban Non-city	45565	15540	..	239	10	..	1	..	..	13	1	..	1707
Shahjahanpur City	104835	46563	..	2918	300	..	372	18	38	4	48	28	7719
16 Pilibhit	504428	59581	23	3688	57	..	446	63	72	11	143	..	67888
Tehsil Bawalpur (Rural)	194678	7596	..	62	..	..	7	..	..	..	..	..	20491
Tehsil Pilibhit (Rural)	154669	21022	23	570	1	..	1	..	..	..	141	..	16628
Tehsil Puranpur (Rural)	79942	8326	.	2170	..	..	..	..	..	..	..	..	20630
Urban Non-city	28914	9510	.	205	1	..	8	9	12	11	..	..	5268
Pilibhit City	46225	13127	..	681	55	.	430	54	60	..	2	..	4871
17. Rampur	513324	191620	.	6083	196	..	7	25	12	5	14	4	257919
Tehsil Biharpur (Rural)	28380	3181	.	1492	..	..	..	..	..	..	..	..	22602
Tehsil Huzur (Rural)	105434	17313	.	13	..	..	..	..	..	..	..	..	86974
Tehsil Mirak	86622	9720	..	65	..	..	..	..	..	..	..	..	18225
Tehsil Shahabad (Rural)	82534	6705	..	5	..	..	..	..	..	..	..	..	75584
Tehsil Surur (Rural)	44622	14831	..	759	..	..	..	..	..	..	..	..	24368
Tehsil Tanda (Rural)	21390	6862	..	184	..	..	..	1	..	..	..	..	13796
Urban Non-city	40065	22269	..	256	1	..	5	..	..	..	..	..	11689
Rampur City	134277	110719	..	3309	192	.	2	24	12	5	14	4	4680
18. Farrukhabad	1692641	79546	..	1374	152	.	582	2	70	53	40	1	26446

I	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Tehsil Chhubramau (Rural)	242175	12260			59	9		5	1	28		1		2167
Tehsil Farrukhabad (Rural)	296183	15782			29			13						2317
Tehsil Kamganj (Rural)	195362	10802			..	1		8				..	..	1427
Tehsil Kannauj (Rural)	219056	9760			30	2		7					1	1657
Urban Non-city	59553	17866			165	15		66	1		20			4401
Farrukhabad	80332	13076	..		1091	125		483		42	33	39	..	14477
19. Etawah	970695	29903			1520	135		612		118	22	14	7	5763
Tehsil Auraya (Rural)	222388	3898			67			8			3	..		2010
Tehsil Bharrhana (Rural)	223336	779			29			3					..	21
Tehsil Bidhuna (Rural)	216993	2910			86	5		13					..	155
Tehsil Etawah	206877	386	..		163	3		3		38	..	..		4
Urban Non-city	41115	7414			397	16		265		71	1		..	1374
Etawah City	59986	13916			778	111		320		9	18	14	7	2199
20 Kanpur	1939867	170769			25144	8233		19340		1757	1307	1253	1112	28542
Tehsil Akbarpur (Rural)	188897	4288			58	1		1	..		1	3		683
Tehsil Bhognipur (Rural)	183627	7364			12	7		6			3			957
Tehsil Bilhaur (Rural)	205832	3272			123					3			..	746
Tehsil Derapur (Rural)	205597	2381			64									1196
Tehsil Chatampur (Rural)	212326	3773			12									92

Tehsil Kanpur (Rural)	224203	1694	..	..	1556	624	1	16	.	7	100	85	45	1109
Urban Non-city	.	14002	2217	.	..	.	.	.	.	1	19	.	..	253
Kanpur City	.	705383	145780	.	23256	7621	9317	..	1746	1168	1165	1067	23506	
21. Fatehpur	.	908985	37988	..	638	22	5	..	2	..	5	..	8500	
Tehsil Fatehpur (Rural)	.	333850	4230	.	425	17	.	.	2	..	..	..	3926	
Tehsil Khatwa (Rural)	.	268481	23897	.	20	2	5	.	.	.	3	..	392	
Tehsil Khatwa (Rural)	.	259014	6213	..	8	3	.	.	2	.	2	..	1126	
Urban Non-city	.	47637	3648	.	185	.	..	..	..	..	..	..	3056	
22. Allahabad	.	2048250	155160	78	140	10214	11762	1963	1	616	905	730	1465	217806
Tehsil Chail (Rural)	.	211571	21589	4	16	655	165	137	1	14	37	31	29	9668
Tehsil Handia (Rural)	.	243177	3143	.	.	5	7	.	.	..	.	..	..	217
Tehsil Karchana (Rural)	.	255002	7990	.	6	333	154	63	.	22	24	24	18	73060
Tehsil Manjhanpur (Rural)	.	164022	5351	.	10	.	.	.	.	.	.	..	..	7489
Tehsil Meja (Rural)	.	107403	1299	.	81	5	.	.	.	.	..	..	..	3943
Tehsil Phulpur (Rural)	.	218730	7652	.	.	1	.	.	.	..	..	..	..	426
Tehsil Siraihu (Rural)	.	156415	8192	.	58	.	.	16	..	..	..	..	..	10167
Tehsil Soran (Rural)	.	238798	20080	.	25	14	30	14	.	14	.	2	10	83056
Urban Non-city	.	33832	9705	.	65	7	.	.	.	.	..	..	..	1870
Allahabad City	.	332295	67159	74	118	8982	11409	1732	.	550	844	673	1408	27910
23. Jhansi	.	877607	12097	.	7	7037	620	2519	.	337	1982	2417	805	6652
Tehsil Gsrautha (Rural)	.	100865	41	.	2	.	.	..	.	..	2	.	.	1025

I	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Tehsil Jhansi (Rural)	94805	14			68	4			.	22	19	4	8	57
Tehsil Lalitpur (Rural)	162308	21	..		118			4	.	4	9	4	..	235
Tehsil Mahroni (Rural)	123869	22			19	2	.	1	..		..		..	7
Tehsil Mau Ranipur (Rural)	97581	5	.	.	39	2	..	7	.	18	5	2	3	63
Tehsil Moth (Rural)	84927	14	.		18	.	.	57	..	.	1	.	..	26
Urban Non-city	85887	3111		7	1387	46	.	672	.	6	275	1680	11	1024
Jhansi . . .	127365	8869		.	5386	566		1778	.	287	1671	727	783	4215
24. Jalaun . . .	555239	16180		.	428	13	..	529		13	190	21	.	1650
Tehsil Jalaun (Rural)	183949	305	.	.	1	.	.	.	..	.	2	.	.	5
Tehsil Kalpi (Rural)	102189	1841			1		.	.	..	.	3	.	.	2
Tehsil Konech (Rural)	109872	39			20	1	.	11	.	.	4	.	.	48
Tehsil Orai (Rural)	70787	797			57		.	27	..	1	4	.	..	4
Urban Non-city . . .	88442	13198	..		349	12		491	.	12	177	21	..	1591
25. Hamirpur . . .	665429	13957	.	.	394	33		10	.	10	68	1	3	24809
Tehsil Hamirpur (Rural)	94310	10			1	3	.	5	..	.	..			7
Tehsil Kulpahar (Rural)	127915	68	.	..	4		.	.	.	1	.	.	.	34
Tehsil Mahoba (Rural)	70790	4				5		1	.	.	..		.	22
Tehsil Maudaha (Rural)	134918	2089	.		3	.	.	.	..	..	13		3	129
Tehsil Rath (Rural)	140968	326	..	..	9	1	.	.	.	..	.	1	..	43



I	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Urban Non-city	27727	1546		.	206	68				17	17	1	26	5312
Mirzapur City	86528	12487	..	.	556	396	165	..		61		15	48	5848
29. Jaunpur	1517173	54512		7	295	155	5	5	5	37	42	15	6	44084
Tehsil Jaunpur (Rural)	267937	3901	.	..		2				..	.	..	..	2158
Tehsil Kirakat (Rural)	254524	4205		.	7	8				.	..	..	..	168
Tehsil Machhishahr (Rural)	266446	1056	.	.	2	3	.	.		.	1	..	..	3205
Tehsil Mariahu (Rural)	302580	2625	.	.	4		.	.		4	.	..	..	29899
Tehsil Shahganj (Rural)	321495	14721	.		22	38			..	6	17	8	..	630
Urban Non-city	31840	11302			117	6	..	..	..	1	6	..	..	5355
Jaunpur City	52351	16702	.	7	143	98	4	5	5	26	18	7	6	2669
30. Ghazipur	1141278	43373	.		137	275	3	.	.	19	2	..	..	14152
Tehsil Ghazipur (Rural)	383931	11563	.		1	143	.	3	.	..	..	..	..	2890
Tehsil Mohamadabad (Rural)	271516	11152		.		.	..	.	.	..	2	..	..	4505
Tehsil Saidpur (Rural)	360805	6145				37				19	.	..	..	1842
Urban Non-city	125006	14513		.	136	95	.	.	.	.	..	..	..	4915
31. Ballia	1194657	20721			120	200	..	.	.	2	..	22	..	37785
Tehsil Ballia (Rural)	414424	4491	.	.	.	21	..	..	..	..	..	3	..	4828
Tehsil Bansdih (Rural)	308191	4236	.			..	..	..	..	..	..	..	..	23240
Tehsil Basra (Rural)	360994	5093				56	.	.	.	.	..	..	.	4642

Urban N. city	6901	..	..	120	123	..	..	..	2	..	19	..	5075
32. Guntur	41517	..	..	2550	2595	..	810	..	148	178	2653	142	17884
Tehsil Binnam (Rural)	2932	..	..	26	14	..	1	..	..	..	5	..	6468
Tehsil Guntur (Rural)	3680	..	..	75	16	..	19	..	4	..	1	..	1365
Tehsil Mahalingavi (Rural)	2979	..	..	231	51	..	9	..	17	..	45	2	2091
Tehsil Pharenda (Rural)	1025	..	..	107	9	..	..	..	..	29	120	6	953
Urban N. city	1759	..	..	303	61	..	3	..	..	..	916	..	2225
Guntur City	29172	..	..	1803	2441	..	778	..	127	149	1566	136	4782
33. Darsi	22651	..	..	113	230	..	1	..	3	6	140	24	8701
Tehsil Darsi (Rural)	4433	..	..	49	19	..	..	..	..	..	36	4	4369
Tehsil Hara (Rural)	1307	..	..	..	..	..	..	..	..	..	1	..	3200
Tehsil Padmarava (Rural)	3961	..	..	21	90	..	..	..	..	4	66	12	317
Tehsil Sampur (Rural)	5127	..	..	..	10	..	..	..	1	..	1	8	224
Urban N. city	7823	..	..	73	111	..	1	..	2	2	36	..	591
34. Badi	78929	..	..	1120	123	..	121	68	6	12	103	8	166571
Tehsil Badi (Rural)	6486	..	..	18	16	..	20	10	6	6	67	5	2256
Tehsil Badi (Rural)	10723	..	..	261	35	..	..	8	..	..	..	..	21198
Tehsil Durgam (Rural)	17776	..	..	154	6	..	..	11	..	..	8	..	11259
Tehsil Hara (Rural)	11310	..	..	27	11	..	..	1	..	..	..	..	13280
Tehsil Kothabadi (Rural)	26282	..	..	32	9	..	..	7	..	..	1	2	117224
Urban N. city	5319	..	..	595	46	..	101	31	..	6	27	1	1351



1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
5 Azamgarh	2102423	118660	.	.	242	35				.	.	.	..	29574
Tehsil Azamgarh (Rural)	313248	9467	.	.	.	.		.	.	..	..	.	..	128
Tehsil Mohammadabad (Rural)	314655	17687		..	.			..				.	..	3970
Tehsil Sagri (Rural)	311549	17942	..		.	31		.	.		.	..	..	1699
Tehsil Ghosi (Rural)	345095	19313									.	..	..	7516
Tehsil Phulpur (Rural)	394929	15937	.		10	4		.	.			.	.	6413
Tehsil Lalgauni (Rural)	314815	3775	..					.	.			..	..	334
Urban Non-city	108132	34539	.	..	232					.	..	..	..	9514
36. Nani Tal	335414	34825	82526	1215	12741	281		709 19857	87	208 12207	259			28800
Tehsil Haldwani (Rural)	62914	1666	15911	15	1539	5		99	11	4 5548	17			2017
Tehsil Kashipur (Rural)	26852	5424	.	4	1916	31		429	.	1 92	.			2184
Tehsil Kichha (Rural)	91978	8166	52744	50	5904	47		162 141	20	151 3703	56			19440
Tehsil Nainital (Rural)	79671	173	49889	505	432	94		.	19694	.	1496			2014
Urban Non-city	73999	19396	13982	641	2950	104		19 22	56	52 1368	153			3145
37 Almora	772896	288	487482		1271	90		5	1	12 3033	75			373
Tehsil Almora (Rural)	268171	10	169067	.	362	35		1	1		477			4
Tehsil Champawat (Rural)	64737	16	40749		33	8				1	419			23
Tehsil Pithoragarh (Rural)	203129	101	128100	..	435	..		.	..	..	1277			13

Tehsil Rankhet (Rural)	213321	18	134981	.	25	14	.	..	3	251	..	52
Gr'an Non-city	23338	143	14585		416	33	4	.	8	609	19	281
38. Garhwal	639625	906	44991		510	51	4	.	3	2471	3	144
Tehsil Chiamoli (Rural)	216972	69	8503		9	1		.	.	63	1	1
Tehsil Lansdowne (Rural)	253758	423	395		300	17		.	.	2098	2	210
Tehsil Pauri (Rural)	150952	..	36093			4	3	.	3	87	..	..
Urban Non-city	17943	414			201	29	1	.	.	223	..	233
39. Tehri-Garhwal	412047	306	71	408523	494	84	1	19	36	547	5	243
Tehsil Deoprayag (Rural)	126059	.	2	126035		.	.	..	..	16		..
Tehsil Pratap Nagar (Rural)	87712	.		87584	3	1	.	.	5	36	337	29
Tehsil Rawan (Rural)	104853	10	33	103304	189	31					.	27
Tehsil Tehri (Rural)	86273			85954	12	1				87		35
Urban Non-city	7150	296	36	5646	290	51	1	14	.	107	5	152
40. Lucknow	1128101	164438	25	25	19360	7676	5424	726	648	525	2128	1548
Tehsil Lucknow (Rural)	241905	8436			393	69	186	13	8	1	47	8
Tehsil Mahabud (Rural)	207083	9925			2	10		78	..	..	..	9669
Tehsil Mohanlal Ganj (Rural)	158589	3335			28		9	1	..	..	..	194
Urban Non-city	23663	9623			30				.	4	..	3649
Lucknow City	496861	133119	25	25	189907	7597	5229	712	562	524	2077	1540
41. Unnao												58160
Tehsil Hasanpur (Rural)	267104	4121			355	101	31		1	63	..	114222
Tehsil Purva (Rural)	306096	1915			12	8			..	..	..	423
									.	.	..	685

I	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Tehsil Safipur (Rural)	227670	7748			1	2					1	4		1571
Tehsil Unnao (Rural)	209604	1879			19	13								106929
Urban Non-city	56581	16257			323	78		34				59		4612
42. Rae Bareilly	1156704	55267			637	107		175	2	31	1	12	2	21326
Tehsil Dalmau (Rural)	322693	7063			12	7				8	1	..		998
Tehsil Maharajganj (Rural)	287077	6217			86	4				1				1542
Tehsil Rae Bareilly (Rural)	225107	4617			20	7							..	982
Tehsil Salon (Rural)	271374	20060			205								..	13764
Urban Non-city	50453	17310			314	89		175	2	22		12	2	4040
43. Sitapur	1380472	99542			691	67		118	19	732	39	36	21	1134233
Tehsil Biswan (Rural)	305599	6829			17	3				8			..	10323
Tehsil Mirikh (Rural)	321623	4701			24	6		1	1			1		14736
Tehsil Sidhauri (Rural)	331652	22379			194			10		26		12		74989
Tehsil Sitapur (Rural)	317336	27952			60	17				30	39	16	2	4017
Urban Non-city	104262	37681			396	41		107	18	668		7	19	9358
44. Hardoi	1361562	65523		14	2210	311		3		65	104	2	4	87942
Tehsil Bilgram (Rural)	291857	3952	..											3463
Tehsil Hardoi (Rural)	357853	9830		..	10	1			..					3339

Tehsil Sandhla (Rural)	314772	11127	..	17	..	..	..	..	..	55997
Tehsil Shahabad (Rural)	274428	8013	14	31	281	3	104	..	..	11425
Urban Non-city	122652	32601	..	2152	29	..	65	2	4	13718
45. Kheri	1058343	50804	14	2989	76	111	477	48	22	1383
Tehsil Lakhimpur (Rural)	400100	11140	..	779	..	..	209	..	77	71889
Tehsil Muhamdi (Rural)	285297	20703	..	538	19	102	11	5	355	19
Tehsil Nighasan (Rural)	295684	1996	14	1012	21	113	..	8	935	80593
Urban Non-city	77262	16965	..	660	36	111	53	37	9	16
46. Faizabad	1481796	57740	..	2180	414	2174	11	152	79	92299
Tehsil Akbarpur (Rural)	423983	8023	..	25	1	..	1	..	..	57182
Tehsil Bikapur (Rural)	349437	748	..	25	1	6	1	..	..	35
Tehsil Faizabad (Rural)	276286	4760	..	69	18	..	..	4	3	4735
Tehsil Tanda (Rural)	295304	13547	..	18	8	..	1	..	..	4477
Urban Non-city	54288	20441	..	201	9	..	8	2	2	12738
Faizabad City	82498	10221	..	1842	377	2144	146	74	..	13132
47. Gonda	1877484	34394	..	1267	389	162	42	346	87	22257
Tehsil Gonda (Rural)	455738	3100	..	51	5	1	5	..	..	..
Tehsil Taralganj (Rural)	428824	1086	..	129	20	13	5	7	5	2515
Tehsil Utraula (Rural)	901242	12297	..	251	27	1	13	174	3	9431
Urban Non-city	91680	17911	..	836	337	147	19	165	79	10163

I	2	3	4	5	6	7	8	9	10	11	12	13	14	15
48. Balraich . . .	1346335	48650			1025	56			3	.		551	34	474010
Tehsil Balraich (Rural)	464694	7423			90	2	.		.			392	9	140912
Tehsil Kaisarganj (Rural)	420910	13987	.	.	143	19	.	.	3	.	.	15	..	185308
Tehsil Kanpura (Rural)	389122	9338			60	6		..				21	3	133857
Urban Non-city	71599	17902			732	29		.	.	..	..	123	22	13933
49. Sultanpur . . .	1282160	28623	..		676	31	..	6	.	.	1	5	5	4424
Tehsil Amethi (Rural)	241541	1788	.	.	41	16	..	5	..	.	.	..	..	2178
Tehsil Kadirpur (Rural)	315658	523			..	.	..	.	..	..	..	..	1	136
Tehsil Musafirkhana (Rural)	305189	4241			84	.	..	1	.	..	..	..	..	13
Tehsil Sultanpur (Rural)	402276	19030	..		74	15		..	..	..	1	..	4	2037
Urban Non-city	17496	3051	.		477	..		.	..	..	..	5	..	60
50. Partapgarh . . .	1110734	33272	..	..	304	64	..	27	.	..	3	1	3	17327
Tehsil Kunda (Rural)	380810	13442	.	..	14	8	..	.	..	.	..	..	1	147
Tehsil Partapgarh (Rural)	364600	7757	..	..	82	18	..	..	..	..	..	..	..	2565
Tehsil Pathi (Rural)	338907	6060	..		4	4	.	.	.	..	.	.	.	11607
Urban Non-city . . .	26117	6013	..	..	204	34	..	27	..	..	3	1	2	3008
51. Bara Banki . . .	1261204	98647	..	..	571	98	.	34	..	14	8	14	13	398506
Tehsil Fatehpur (Rural)	320328	13842	..	..	72	3	..	..	..	..	..	..	..	68590
Tehsil Hinderganj (Rural)	227567	4048	..	..	30	2	..	..	..	..	3	..	..	162981

Ichsil Nawabganj (Rural) .	258669	25845	16	..	.	.	10	..	4097
Ichsil Ramsanchighat (Rural)	374541	24885	..	..	..	..	.	.	146942
Urban Non-city .	83099	30027	453	93	.	34	4	14	15896

## ANNEXURE IV TO ENCLOSURE A

*Circular of October 20, 1953, regarding medium of instruction*

[Referred to in Answer to Q No II 1(a) & (b) of Commission's Questionnaire contained in Enclosure A]

No A-8435/XV-3401-53

From

Shri S R Singh, I A S ,  
Deputy Secretary to Government,  
Uttar Pradesh

To

\*The Director of Education, Uttar Pradesh,  
Allahabad

*Dated Lucknow, October 20, 1953.*

SUBJECT.—*Medium of Instruction*

*Education (A) Department*

Sir,

I am directed to say that Government's attention has been drawn to the fact that in spite of the instructions issued in G O No A-3725/XV-3114-1948, dated July 15, 1948, which were amplified by G O No. A-798/XV-3191/48, dated July 29, 1952, provision is not being made in some cases, particularly in institutions controlled by local bodies, for instruction in the child's mother-tongue when it is different from Hindi although there are adequate number of students who desire it. I am, therefore, to emphasize that in such cases arrangements must be made for instruction in the mother-tongue of the child by appointing at least one instructor, provided there are not less than 40 pupils speaking the language in the whole school or ten such pupils in a class—the mother-tongue being the language declared by the parent or guardian to be the mother-tongue.

I am to add that the attention of the Municipal and District Boards is being drawn to the above and where facilities are still not being provided, you should take steps to have them provided direct and if necessary move the Government in the matter

Yours faithfully,

S. R. SINGH,  
Deputy Secretary to Government,  
Uttar Pradesh.

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\*With 400 spare copies.

No. A-8435(1)/XV-3401-1953

Copy forwarded for information and necessary action to.—

- 1 All Regional Deputy Directors of Education, U P.
- 2 All District Inspectors of Schools, U P
- 3 All Chairmen, Municipal Boards, U P
- 4 All Presidents, District Boards, U P
- 5 All Chairmen Notified Area Committees, U P
- 6 All Deputy Inspectors of Schools, U P
- 7 Principals of All Government Training Colleges (for Men and Women) U.P.
- 8 Education (B) Department.

By order,

S R SINGH,

Deputy Secretary to Government,  
Uttar Pradesh.

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ANNEXURE V TO ENCLOSURE A

*Circular of July 29, 1952 re education through languages other than Hindi*

[Referred to in answer to Question No II.1(d) of Commission's Questionnaire  
contained in Enclosure A]

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Copy of G O No A/798/XV-3191/48 dated Lucknow, July 29, 1952, from  
Shri Kishan Chand, I C S, Additional Secretary to Government, U P Educa-  
tion (A) Department, to this office

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I am directed to say that it has been brought to the notice of Government  
that necessary facilities for imparting education through the languages other  
than Hindi are not being afforded in the educational institutions of the State  
I am, therefore, to invite your attention to the G O No A/3725/XV-3114-1948,  
dated July 15, 1948 and the resolution passed at the Conference of Education  
Ministers of the States held at New Delhi in August 1949, (copy enclosed for  
ready reference) containing the accepted policy of Government in this respect  
and to request that orders may kindly be issued for their strict observance

TRUE COPY

(Sd ) H H USMANI,

Personal Assistant

to Addl Director of Education, U P

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## MEDIUM OF INSTRUCTIONS IN SCHOOLS

*Resolution passed at the Provincial Education Ministers' Conference held on 19th and 20th August, 1949*

The following is the text of the resolution passed at the Provincial Ministers' Conference regarding medium of instruction in Schools —

"The medium of instruction and examination in the Junior Basic Stage must be the mother-tongue of the child and where the mother-tongue is different from the Regional or State Language, arrangements must be made for instruction in the mother-tongue by appointing at least one teacher, provided there are not less than 40 pupils speaking the language in the whole school or ten such pupils in a class. The mother-tongue will be the language declared by the parent or guardian to be the mother-tongue. The Regional or State language, where it is different from the mother-tongue should be introduced not earlier than class III and not later than the end of the Junior Basic Stage. In order to facilitate the switching over to the Regional Language as medium in the Secondary Stage, children should be given the option of answering questions in their mother-tongue, for the first two years after the Junior Basic Stage.

In the Secondary Stage, if the number of pupils whose mother-tongue is a language other than the Regional or State language, is sufficient to justify a separate school in an area, the medium of instruction in such a school may be the mother-tongue of the pupils. Such schools, if organised and established by private societies or agencies, will be entitled to recognition and grants-in-aid from Government according to prescribed rules. The Government will also provide similar facilities in all Government, Municipal and District Board Schools where one-third of the total number of pupils of the school request for instruction in their mother-tongue. The Government will also require aided schools to arrange for such instruction, if desired by one-third of the pupils provided that there are no adequate facilities for instruction in that particular language in the area. The Regional language will, however, be a compulsory subject throughout the Secondary Stage.

The arrangements prescribed above will in particular be necessary in metropolitan cities or places where a large number of people speaking different languages lives or areas with a floating population speaking different languages."

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# ANNEXURE VI TO ENCLOSURE A

(Referred to in answer to Question No. 2(6) of the Commission's Questionnaire contained in Enclosure A)

## Statement showing Institutions recognised in Languages other than Hindi

Name of the district	No of the institutions recognised in the languages other than Hindi	Total No. of students who offered language other than Hindi at High School 58		Total No. of institutions		Total No. of students H. S. & Inter 58		No of the institutions		Total No of students H S & Inter 58	
		1	2	3	4	5	6	7	8	9	10
		Urdu		Punjabi		Bengali		Sindhi		Marathi	
1. Dehra Dun	.	6	5,501	2	392	.	.	.	.	.	.
2. Saharanpur	.	16	.	1	..	.	.	.	.	.	.
3. Muzaffarnagar	.	9	..	.	.	1	456	.	.	.	..
4 Meerut	.	34	.	2	.	1	.	.	.	.	.
5. Bulandshahr	.	19	.	1	.	1	.	.	.	.	..
6. Aligarh	.	8	.	.	.	.	.	.	.	.	..
7. Mathura	.	4	.	.	.	.	.	.	.	.	..
8. Agra	.	18	.	..	.	2	.	2	122	.	.
9. Mainpuri	.	6	..	..	.	.	.	.	.	.	.
10 Etah	.	8	.	.	.	.	.	.	.	.	..



	I	Urdu			Punabi			Bengali			Sindhi			Marathi		
		2	3		1	2		1	2		1	2		1	2	
32 Jaunpur		19									..	..			..	
33 Ghazipur		17										..		..	..	
34 Ballia		14									..			..	..	
35 Gorakhpur		15			..			4	..		..	..		..	..	
36 Deoria		16			..			1			..	..		..	..	
37 Basti		19	..					1			..	..		..	..	
38 Azamgarh		21	..		..						..	..		..	..	
39 Gonda		11			..							..		..	..	
40 Bahrach		8			..			..				..		..	..	
41 Faizabad		14												..	..	
42 Lucknow		33			1	..		6	..			..		..	..	
43 Unnao		10	..		..			..	..		..	..		..	..	
44 Rai Bareilly		7			..			..	..		..	..		..	..	
45 Sitapur		12			..			..	..		..	..		..	..	
46 Hardoi		5			..			..	..		..	..		..	..	
47 Kheri		5						..	..		..			..	..	
48 Sultanpur		5									..	..			..	
49 Partapgarh		7			..			..				..		..	..	
50 Barabanki		14							..			..		..	..	

(Referred to in answer to Question III (1) of the Commission's Questionnaire contained in Enclosure A)

Statement showing Higher Secondary Schools and Colleges under management of Minority Communities in Uttar Pradesh

Sl. No.	District	Name of Schools		No. of students	Recurring grant	Building grant	Library grant
		Muslim	Bengali				
1	Meerut	1. Hamidia Girls Jr. High School 2. Faz-e-Am 3. Muslim Jat Asara 4. Ismail Girls National					
2	Dehra Dun						
3	Bulandshahr						
4	Muzaffarnagar						

	2	3	4	5	6	7	8	9	10	11	12
5	Saharanpur . .	10. Islamia . . 11. Islamia Deoband . . 12. Industrial Muslim Girls 13. Gandhi Faiz-am Degree College . . . .			614 30602 17184 15000 198 4711 3456 360 9877 5844 598 77388 210 15431 8448				..	2500 2500	
				5. Guru Nanak Kanya Pathshala . .					2500		
6	Aligarh . .	14. Muzammil Islamia . . 15. Muslim University . . 16. Muslim University City 17. Muslim University Girls 18. M.L.G.L. Hindu Muslim, Marchra . . . .			485 23510 12600 413 28913 16144 558 24900 14766 428 19500 16452 372 17000 9232					2500 2500 2500	
7	Etah . .	19. Ahmadiya Hanifia, Dho- lkhar . . . .			178 8300 4728						
8	Agra . .	20. Islamia, Ferozabad . . 21. Mufida-am . . . .			507 6392 1544 351 25001 16080 385 25200 11352					2500 2500	
				6. Sindhi Model, Panu Gali . . . .							
				I. Anglo Bengali . .							
				21A. Saghur Fatuma Hamidia 22. Shuib Mahmoodia . . 23. Mahmoodia . . . .							
9	Moradabad . .	24. Hewette Muslim . . 25. Imamul Madana, Amroha			551 20271 9768 377 12532 9324 643 32400 16644 111 9700 3216 660 34492 27384 542 29479 15864 17774						
				7. Sikh Narangpur Rajapur.							
10	Budaun . .	26. Abdus Salam Girls . . 27. Ali Ahmad, Amroha (Girls).			271 22271 18108 165 13951 9876 184 7572 4080						

I	2	3	4	5	6	7	8	9	10	11	12
19	Jaunpur	48. Mohammad Hasan 49. Syed Raza D. M.			288 22270 15756 215000 1000 2500 230 24006 15420 9050 2500						
20	Varanasi		5. Bengali Tola		713 37456 22182 20000						
		50 Anglo Oriental Muslim			182 8000 4812 107160 2000 2500						
			6 Chintamani Mukerji		747 44689 26160						
21	Ghazipur	51. Muslim Rajput, Dildarnagar 52 Muslim A. H.			376 20232 16716 245 14296 7944						
22	Gorakhpur	53. Mian Sahib George Islamia 54 Inam Bara Muslim Girls M. H. S.			941 38275 32480 177 9391 7778						
				10. D. A. V. Narag Dudhi	421 21472 15984						
23	Azamgarh	55 Muslim Mau Nath Bhanjan 56. Madarsa Nisvan Pahanpur 57. Shibia National M H S 58 Shibli National Degree College			300 11000 9684 78 7452 3324 421 32000 18108 24390						
					51980						
24	Lucknow	59 Amurudaula Islamia 60. Shia H S.S. 61. Anjuman Islahul 62. Karamat Husan Muslim			643 59842 27108 432 37246 24456 20000 354 10729 7584 267 .. 20940 498 29477 17988 357 33400 12444					2500 2500	
			7. Boys A. V. 11. Khalasa A. V.								



## ANNEXURE VIII TO ENCLOSURE A

[Referred to in Answer to Question No VII 1(a) of the Commission's Questionnaire contained in Enclosure A]

*Circular of January 6, 1951 containing revised General Rule regarding Domicile*

Government of Uttar Pradesh

Appointment (B) Department

No. O-3286/II-B-282-1941

*Dated Lucknow, January 6, 1951.*

### OFFICE MEMORANDUM

The attention of all Departments of the Secretariat is invited to Appointment (B) Department Memorandum No O-2213/II-B-282-1941, dated October 22, 1948, with which were published for information and guidance the revised rules regarding domicile and rules for the determination of domicile together with instructions for the attestation of domicile candidates for recruitment to services and posts under the rule-making control of the Governor, Uttar Pradesh, and the domicile questionnaire to be answered by them

2 The revised general rule regarding nationality, domicile and residence of candidates for recruitment to services and posts as contained in Appendix A to that Memorandum does not accord with the provisions of the Constitution of India in this behalf. The present rules have, therefore, been revised again as in the enclosure. The rules as now revised supersede the earlier rules and departments of the Secretariat are advised to take steps to revise accordingly the provision relating to domicile in the recruitment rules with which they may be concerned

3. The instructions regarding the determination of domicile of candidates whose cases are referred to the District Officers by the appointing authorities are contained in Appendices B and C

B SAHAY,  
Chief Secretary.

To—All Departments of the Secretariat

No O-3286(2)/II-B-282-1941

Copy forwarded to all Heads of Departments, Commissioners of Divisions, District Officers, District and Sessions Judges, Principal Heads of Offices, Uttar Pradesh, for information and guidance

No O-3286(2)/II-B-282-1941

Copy also forwarded to the Secretary, Public Service Commission, Uttar Pradesh, for information

No O-3286(3)/II-B-282-1941

Copy also forwarded to the Secretary to His Excellency the Governor, Uttar Pradesh, for information

By Order,  
N. S. PANDEY,  
Under Secretary to Government,  
Uttar Pradesh.

## APPENDIX A

I.—Revised general rule regarding nationality, domicile and residence of candidates for recruitment to services and posts under the rule making control of the Governor, Uttar Pradesh.

A candidate must be—

- (a) a citizen of India whose original domicile is in Uttar Pradesh, provided he has not acquired a domicile elsewhere, or
- (b) a citizen of India whose original domicile is not in Uttar Pradesh but who has acquired a domicile in Uttar Pradesh, and has resided therefor not less than five years at the date on which he applies for recruitment to the service or post, or
- (c) (i) a citizen of India, and  
(ii) a person who has migrated or may hereafter migrate from Pakistan to reside permanently in this State,  
in whose favour a declaration of eligibility has, except as herein-after provided, been issued by the Governor of Uttar Pradesh.

*Exceptions.*—Notwithstanding anything contained in this rule, the following shall be eligible for recruitment—

- (1) a citizen of India whose father is, (or, if dead, was at the time of his death) employed in any department of the Union Government and is (or was) liable to inter-State transfers provided that he has himself resided in Uttar Pradesh for three continuous years immediately preceding the date of application for appointment, or
- (2) (i) a person who migrated to the territory of Uttar Pradesh from the territory now included in Pakistan if he or either of his parents or any of his grand-parents, was born in India as defined in the Government of India Act, 1935 (as originally enacted); and in the case where such person so migrated before July 19, 1948, he has been ordinarily resident in the territory of Uttar Pradesh since the date of his migration; or  
(ii) in the case where such person so migrated on or after July 29, 1948, he was registered as a citizen of India before January 26, 1960, as required under sub-clause (ii) of clause (b) of Article 6 of the Constitution of India; or
- (3) a person who, after having migrated to the territory now included in Pakistan, returned to Uttar Pradesh under a permit for resettlement or permanent return issued by or under the authority of any law and every such person shall for the purposes of clause (b) of Article 6 of the Constitution of India be deemed to have migrated to the territory of Uttar Pradesh after July 29, 1948

NOTES—(1) A declaration of eligibility as required by clause (c) above will be given by the Governor after considering each case on merit:

Provided that no declaration of eligibility will be required in the case of persons who migrated from Pakistan to reside permanently in this State on or after July 19, 1948, but before September 30, 1948, if such persons have already entered service on the strength of instructions issued in Appointment (B) Department Memo. No. O-2213/II-B-282-1941, dated October 22, 1948

- (3) The appointment of persons who are not covered by the provisions in clauses (a) to (c) above will be made only in very exceptional circumstances and only on a temporary or contract basis, the specific orders of the Governor being obtained in each case.
- (3) The original domicile prevails until a new domicile has been acquired, and a new domicile continues until the former domicile has been resumed or another has been acquired. But a person can have only one domicile at one time for the purpose of this rule.
- (4) A person acquires a new domicile by taking up his fixed habitation in a State which is not that of his original domicile. Such a person may make a declaration of his having acquired a new domicile before the District Magistrate of the district in which he takes up his fixed habitation but such declaration shall not by itself be regarded as sufficient proof of change of domicile.

II—Rules for the determination of domicile for purposes of recruitment to services and posts under the rule-making control of the Governor, Uttar Pradesh

The domicile of a candidate for direct recruitment shall be determined in accordance with the following provisions:

(1) Domicile may be defined as the place where a person has his permanent home. Domicile may be of two kinds *viz.* original domicile and acquired domicile.

(2) A person can have only one domicile at one time.

(3) Original domicile prevails until a new domicile has been acquired and a new domicile continues until the former domicile has been resumed or another has been acquired.

(4) A person acquires a new domicile by taking up his fixed habitation in a State which is not that of his original domicile. Such a person may make a declaration of his having acquired a new domicile before the District Magistrate of the district in which he takes up his fixed habitation but such declaration shall not by itself be regarded as sufficient proof of change of domicile.

(5) The domicile of a minor follows the domicile of the parents from whom he derives his original domicile.

(6) After marriage woman acquires the domicile of her husband if she had not the same domicile before and her domicile during the marriage follows the domicile of her husband.

Provided that if the husband and wife are separated by the order of competent court or if the husband is undergoing a sentence of transportation, the wife becomes capable of acquiring an independent domicile.

(7) Save as otherwise provided above, a person cannot during minority acquire a new domicile.

#### APPENDIX B

Instructions regarding the attestation of domicile of a candidate for recruitment to services or posts under the rule-making control of the Governor, Uttar Pradesh

1 When a district officer is asked by the appointing authority to verify the domicile of a candidate for appointment to a service or post, other than an inferior service or post, under the rule-making control of the Governor, Uttar Pradesh, he should consider the material which is available and make such enquiries as may be necessary before deciding whether the candidate does or does not fulfil the requirements of the domicile rule made

by Government. There are three clauses of the rule given in Section I of Appendix A—

- (i) The first two clauses relate to cases in which a candidate is domiciled in Uttar Pradesh
- (ii) The third clause relates to a citizen of India or a person from Pakistan in whose favour a declaration of eligibility has been issued by the Governor, Uttar Pradesh.
- (iii) The exceptions relate to a candidate who is the son of an employee of the Union Government liable to inter-State transfers though he may not be domiciled in Uttar Pradesh, and also regarding persons who migrated or returned to this State from the territory now included in Pakistan

The district officer should first determine the clause of the rule by which the case will be governed. He should consider replies to a questionnaire given in Appendix C. The questionnaire is included in the form of application which is sent by the candidate to the Public Service Commission and replies will be found in that form. The application will be supplied in original to the district officer by the appointing authority. Where no such application is prescribed the district officer should ask the candidate to submit a reply to the questionnaire to him. The burden of proof in all such cases lies on the candidate himself.

2. The following instructions will be helpful in cases in which a candidate claims to be domiciled in Uttar Pradesh

- (i) No attestation regarding domicile should be made by the district officer unless he is satisfied from the replies given in the domicile questionnaire and from all other available evidence and from the evidence, if any, produced by the candidate that the family is permanently settled in Uttar Pradesh and that he has no intention of returning to his State of origin, if any
- (ii) A candidate who on the evidence produced does not appear to have Uttar Pradesh as the original domicile, but who claims to have acquired a domicile therein, should be required to sign a declaration to the effect that he has definitely renounced his former domicile and that he has no objection to the authorities of his former domicile being informed accordingly. A copy of such declaration should be forwarded to the Government of the State in which the candidate was originally domiciled, in order to ensure that the change of domicile is real and is not claimed merely with a view to securing employment under the Uttar Pradesh Government
- (iii) When the domicile claimed in Uttar Pradesh is of recent origin, the claim should be scrutinized with special care. The fact that the candidate owns a residence in Uttar Pradesh is not by any means a conclusive proof that he is domiciled therein. It should be considered along with other circumstances of his case
- (iv) The fact that a candidate was educated in Uttar Pradesh and that he has resided in Uttar Pradesh for a number of years (say 5) immediately preceding the date of application (necessary breaks being allowed) strongly support a claim to a domicile in Uttar Pradesh but other relevant circumstances including the fact whether the candidate's mother tongue is one of the regional languages or dialects of Uttar Pradesh must also be taken into account
- (v) Residence in Uttar Pradesh for any number of years for a temporary purpose such as service, trade, profession, etc., should not by itself be regarded as establishing a claim to domicile in this State.

## APPENDIX C

*Domicile Questionnaire*

1. What is the name of the district of which you are a permanent resident?
2. Are you a citizen of India, a person from Pakistan or a person who, or either of whose parents or any of whose grandparents was born in India as defined in the Government of India Act, 1935 (as originally accepted) and who migrated or returned to this State from Pakistan?
3. What is the exact date of your birth?
4. Where were you born (state the town, district or State)?
5. What is your father's name, place of birth and place of permanent residence—
6. (a) Is or was your father a citizen of India or citizen of Pakistan or a person who, or either of whose parents or any of whose grandparents was born in India as defined in the Government of India Act, 1935 (as originally accepted) and who migrated or returned to this State from Pakistan?  
(b) Did your father ever change his nationality? If so, give particulars.
7. What is your father's occupation and where does he carry on his occupation?  
If your father is or was a government servant or in private employee, the exact designation of the post held and the place where he is or was stationed should be stated.
8. If your father is or was employed in any department of the Union Government—  
(a) Was he liable to inter-State transfer?  
(b) What is the period of your continuous residence in Uttar Pradesh preceding the date of application? Give the name of the district where you have resided?
9. If Uttar Pradesh is not the original domicile of your father—  
(a) When did he or you acquire a domicile in Uttar Pradesh and in what district?  
(b) For what period have you resided in Uttar Pradesh preceding the date of this application?
10. If a citizen of India or a person from Pakistan has a declaration of eligibility been made in your favour? What and how?
11. If a migrant or returnee from Pakistan, when and how did you take-up your residence in this State?

## ANNEXURE IX TO ENCLOSURE A

[Referred to in Answer to Question No. VII 1(a) of the Commission's Questionnaire contained in Enclosure A]

*Circular of April 30, 1958 regarding Domicile Rule*

## GOVERNMENT OF UTTAR PRADESH

Appointment (B) Department

No 1165/IIB-186-1951

*Dated Lucknow, April 30, 1958*

## OFFICE MEMORANDUM

The undersigned is directed to say that in pursuance of clause (3) of Article 16 of the Constitution, Government of India have recently enacted the Public Employment (Requirement as to Residence) Act, 1957, a copy of which is enclosed for information. From clause (2) of this Act it would be observed that upon the commencement of the Act any law in force in any State by virtue of clause (b) of Article 35 of the Constitution, prescribing in regard to a class or classes of employment or appointment to an office under the Government of that State, any requirement as to residence therein prior to such employment or appointment shall cease to have effect. The Government of India propose to enforce this Act from May 1, 1958. From this date, therefore, all laws and rules laying down any requirement as to residence in any State shall cease to operate.

2 The general domicile rule which is at present in force in this State was promulgated with Office Memorandum No O-3286/IIB-282-1941, dated January 6, 1951. The various service rules in the different departments also lay down provisions about domicile which are based on this general rule. This rule will stand repealed with effect from the above-mentioned date on which the Act comes into force and consequently the provisions based on the aforesaid general rule in the various service rules will also stand repealed.

3 The position in this respect will now be that any person who is a citizen of India as defined in Part II of the Constitution shall be eligible for recruitment to the services and posts under the rule-making control of the Governor, irrespective of the fact that he may be domiciled in any other State in India. Similarly persons domiciled in Uttar Pradesh shall be eligible for recruitment in other States.

4 The departments of the Secretariat are advised to take immediate steps to amend the recruitment rules with which they may be concerned so that they conform with the changed circumstances.

GOVIND NARAIN,

Chief Secretary.

To

All Departments of the Secretariat

No. 1165(i)/IIB-186-1951

Copy forwarded to all Heads of Departments, Commissioners of Divisions, District Officers, District and Sessions Judges, Principal Heads of Offices, Uttar Pradesh, for information and guidance.

No. 1165(ii)/IIB—186-1951

Copy also forwarded to the Secretary, Public Service Commission, Uttar Pradesh, Allahabad, for information

---

No 1165(iii)/IIB-186-1951

Copy also forwarded to the Secretary, Governor's Secretariat, Uttar Pradesh, for information

By Order,

A. SEN,

Atirikt Sachiv.

## ANNEXURE X TO ENCLOSURE A

referred to in Answer to Question No. VII 1(a) of the Commission's Questionnaire contained in Enclosure A]

*Circular of August 23, 1958 asking Heads of Departments etc. to consider liberally all applications received for exemptions from domicile condition*

### GOVERNMENT OF UTTAR PRADESH

Appointment (B) Department

No. 3252/IIB-186-1951

Dated Lucknow, August 23, 1958

#### OFFICE MEMORANDUM

In continuation of Office Memorandum No. 1165/IIB-186-1951, dated May 1, 1958, the undersigned is directed to say that pending further consideration in consultation with the States and Union Territories concerned, it has not been possible for the Government of India to enforce the Public Employment (Requirement as to Residence) Act, 1957, from May 1, 1958. In the circumstances, the revised general rule regarding nationality, domicile and residence of candidates for recruitment to services and posts under the rule-making control of the Governor, Uttar Pradesh, published with Appointment (B) Department Office Memorandum No. O-3286/IIB-282-1941, dated January 6, 1951 will remain operative till such time as the Public Employment (Requirement as to Residence) Act, 1957 is enforced by the Government of India. A further communication giving an intimation about the enforcement of the above Act will be sent to all concerned as soon as it is received from the Government of India.

2 Government have, however, decided that in the meanwhile, the cases of candidates applying for exemption from domicile condition may be considered liberally in consultation with this department.

A SEN,

Atitikt Sachiv.

To

All Departments of the Secretariat

No 3252(I)/IIB-186-1951

Copy forwarded to all Heads of Departments, Commissions of Divisions, District Officers, District and Sessions Judges and other Principal Heads of Offices, Uttar Pradesh, for information and guidance.

No 3252(II)/IIB-186-1951

Copy also forwarded to the Secretary, Public Service Commission, Uttar Pradesh, Allahabad, for information

No 3252(III)/IIB-186-1951

Copy also forwarded to the Secretary, Governor's Secretariat, Uttar Pradesh, for information

By Order,

A SEN,

Atitikt Sachiv.



## ENCLOSURE B

*Press Communique of July 20, 1958*

(Referred to in paragraph 4 of the letter)

### THE LANGUAGE QUESTION

#### U.P. GOVERNMENT COMMUNIQUE

*Lucknow, Asadha 29, 1880/July 20, 1958.*

The Government of Uttar Pradesh have issued the following Communique on the language question—

Ever since the report of the proceedings of the last meeting of the All India Congress Committee appeared in the Press and, particularly, after the publication of the resolution pertaining to languages passed by the Working Committee, the public has been expecting an enunciation of the policy of the Uttar Pradesh Government on this very important question. The Government, however, purposely delayed issuing any communique with a view to allowing the controversies, many of them of a personal, irrelevant and highly objectionable nature, which had been set on foot by interested parties, to get calmed down. The Government of India has also been giving serious consideration to this matter and has recently adopted a statement on the language question which has already been published at length in the columns of the newspapers. This Statement is really an elaboration and clarification of the resolution of the Working Committee.

The Uttar Pradesh Government wish to state categorically that they accept the resolution and the statement referred to above in full. In fact the Chief Minister of the State had the opportunity to take an active part in the discussions which preceded the formulation of the Working Committee resolution and the Prime Minister was kind enough to consult him when drawing up the statement finally approved by the Central Government. It is a source of gratification to the U.P. Government that the policy which it has been consistently trying to follow during the last ten years has received such substantial support both in the Working Committee's resolution and in the Central policy statement on language.

It may be stated that out of the five proposals made in the Statement, which are given below for convenience of reference, the first four have been accepted by this Government from the very beginning

- (1) Facilities should be provided for instruction and examination in the Urdu language at the primary stage to all children whose mother tongue is declared by the parent or guardian to be Urdu.
- (2) Arrangements should be made for the training of teachers and for providing suitable text-books in Urdu.
- (3) Facilities for instruction in Urdu should also be provided in the secondary stage of education.
- (4) Documents in Urdu should be accepted by all courts and offices without the necessity of translation or transliteration in any other language or script, and petitions and representations in Urdu should also be accepted.
- (5) Important laws, rules and regulations and notifications should be issued in the Urdu language also in areas where this language is prevalent and which may be specified for this purpose.

It may be mentioned that, as regards the first, this State also follows the All-India convention that the provision of facilities for giving education

through the medium of Urdu is contingent on their being at least 40 prospective pupils in a school and at least 10 such pupils in a class. It may be that sometimes orders of the Government have not been followed in the spirit by some people in their enthusiasm for what they considered to be the cause of Hindi. It is also probably true, on the other hand, that certain protagonists of Urdu have at times made mountains of molehills and come forward with complaints for which there is no genuine basis. Government would like to impress upon everyone the desirability of considering this question in an atmosphere free from passion and prejudice. Only then will it be possible for the Government to assess how far its orders are being carried out. The best interests of the State and of all sections of the public will be served by everyone trying faithfully to carry out this policy in all sincerity.

As regards the fifth suggestion, the substance of all important laws, rules, regulations and notifications have been generally issued in *Ittilaat*, now called the *Naya Daur*, the Urdu journal published by the Information Department. Books and pamphlets explaining important legislative measures and laws like Zamindari Abolition Act, Decimal Coinage, metric system of weights and measures etc. have been brought out in Urdu by the Information Department from time to time. The Press Notes, progress reviews and other material about Government activities, policies and decisions etc. issued through the Press Information Bureau of the State Government are published simultaneously in Hindi, Urdu and English. But, no definite policy has so far been adopted in this connection. The suggestion is a valuable one and Government intends to see to it that it is implemented in a befitting manner. Regular publicity will be given to such matter in *Naya Daur* and, wherever necessary, the Information Department and other official agencies will use other methods also in those localities where a fair proportion of the population can be taken to be conversant with Urdu. For the present the districts of Rampur, Bijnor, Bareilly, Moradabad, Saharanpur and Muzaffarnagar and the city of Lucknow, have been selected for the purpose.

It may be stated for general information that the State Government has been taking other steps also for the encouragement of Urdu. For instance, prizes are given for Urdu books also and writers of Urdu are also beneficiaries from the fund out of which pensions are given to scientists and literary men in distress.

These steps should be sufficient to safeguard the position of Urdu. As regards Hindi, the position is made clear by the following excerpt from the policy statement of the Government of India:

"Hindi has not only been given pride of place in our Constitution, but is also the State language of Uttar Pradesh and Bihar as well as some other States in India. There can be no question of any rivalry between Hindi and Urdu. Hindi necessarily occupies the dominant position in such States."

CONFIDENTIAL

UTTAR PRADESH SHASAN

Niyukti (Kha) Vibhag

No. 5171/II-B-95-58

Dated Lucknow, November 20, 1958.

OFFICE MEMORANDUM

SUBJECT — *Recruitment of members of minority communities to public services in reasonable numbers.*

General—The undersigned is directed to say that the Government had an occasion recently to review the position about the incidence of recruitment of members of minority communities in the public services of the State. The purposes underlying this review were to find out

- (a) whether members of the minority communities were being recruited to the public services of the State in reasonable numbers;
- (b) whether the declaration in 1947 of Hindi as the State language of this Pradesh was producing any adverse effect on such recruitment; and
- (c) the ways and means by which such recruitment could be stepped up in case it was found, with reference to (a) and (b) above, that the members of minority communities were not being recruited to the extent of their reasonable expectations

2 For the purpose of this examination statistics, grouped under several categories, were called for in the form of statements from departmental Secretaries. Information was also collected from the State Public Service Commission and the Director of Economic Intelligence and Statistics. On a study of the matter in its various aspects, the following points have emerged:

- (a) In the case of services in which initial recruitment is made through competitive examinations conducted by the Public Service Commission, recruitment of minority communities has been somewhat below reasonable expectations, but on an analysis of the matter this does not appear to be due, generally speaking, to the declaration of Hindi as State language.
- (b) In services to which initial recruitment is made without such examinations, the members of minority communities have, generally speaking, entered in fair numbers.

3 Grievances of minorities to be met—The State Government have given anxious thought to this matter and have come to the conclusion that in the public interest it is desirable that members of minority communities should have their due representation in the services. The minorities appear to have a sense of grievance on this score and measures should be taken to meet the grievances. The Governor has accordingly been pleased to direct that in furtherance of this policy the measures indicated in the following paragraphs should be put into effect forthwith.

4 Position of Hindi as a compulsory subject in competitive examinations conducted by the Public Service Commission.—In circular G.O. No 4686/III-170-1947, dated October 8, 1947, declaring Hindi as the State language of this Pradesh it had been provided that steps would be taken to introduce Hindi as a compulsory subject in examinations for recruitment to the services under the State Government. As a result, there is a compulsory paper on Hindi for nearly all such examinations conducted by the Public Service Commission. The question has been examined whether the introduction of this compulsory

paper had adversely affected the chances of members of minority communities for being selected for appointment. A study of the position in the light of the relevant statistics shows that the diminution in the incidence of recruitment of minority communities after Independence is due primarily to reasons unconnected with the introduction of Hindi as a compulsory subject (for example, the migration of prospective candidates out of the country and the discontinuance of the system of reservation of vacancies for Muslims) and that, at all events, the introduction of the Compulsory Hindi paper has not adversely affected the recruitment of minority communities in any significant degree. In this connexion certain points are relevant, namely—

- (a) Candidates are, as a rule, selected on the basis of their total marks, and so a candidate otherwise brilliant can make up the deficiency, if any, in the Hindi paper by securing better marks in other papers
- (b) Hindi has not been made a compulsory medium for answering questions in other papers. Candidates have the option of answering questions either in English or Hindi, as they may prefer
- (c) Even in the majority community, there are sections of the people who had, in the past, more to do with Urdu than with Hindi. Candidates belonging to these sections are, generally speaking, in no better position as respects the paper on Hindi than members of minority communities
- (d) Hindi is now, for several years past, taught as a compulsory subject in the secondary education stage, and students of minority communities have thus adequate opportunities of acquiring knowledge of Hindi
- (e) As brought out in paragraph 6 below it was provided as long ago as 1948 that a candidate shall not lose marks in any examination for recruitment so long as, in his answers in the paper on Hindi, the language written in Devanagari script follows the rules of grammar correctly and the words used are not altogether unintelligible, if his answers are otherwise correct
- (f) It is now over 10 years that Hindi was declared as the State Language of this Pradesh and along with the declaration it was also announced that Hindi would be introduced as a compulsory subject for examinations for recruitment to Government services. Sufficient time has thus elapsed to enable prospective candidates to acquire adequate knowledge of Hindi for purposes of competitive examinations, particularly as the language needed for such examinations is to be Hindi of a simple character, *vide* paragraph 6 below.
- (g) Cases are not infrequent where members of a minority community have shown better results in the Hindi paper than members of the majority community

5 (1) Accordingly, the introduction of the compulsory paper on Hindi does not, as a general proposition, have the effect of excluding meritorious candidates from entering the public services of the State. However, the State Government have decided that in order to remove any possibility of unequal opportunity in this matter, the Public Service Commission could, in exceptional cases, refer to the Government in the Appointment Department the case of any examinee belonging to a minority community and possessing special abilities who could not for reasons connected with the paper on Hindi, secure a position high enough to be selected for appointment, for the consideration of the Governor. In the event of such a recommendation being made, the case would be finally decided in accordance with the rules and practice regulating consultation with the Commission

(2) Any such candidate, if finally selected, shall have to pass, after his appointment, the departmental examination in Hindi, as is the position at present. In those services, however, where there is no departmental examination or the departmental examination does not include the subject of Hindi the candidate will have to satisfy the appointing authority that he has acquired adequate knowledge of Hindi before he could be considered for confirmation.

(3) In cases in which there be any specified percentage of minimum marks prescribed by the Commission for the Hindi paper as a condition of eligibility for selection, the Commission are being requested to consider the possibility of reducing the percentage to the extent considered necessary by them for determining the overall suitability of candidates for the public service

(4) In view of the fact that any difficulty about Hindi is necessarily of a transitional character, the provisions of the above sub-paragraphs will be in operation for a period of only five years counting from the year 1959. Thereafter the matter will be reviewed by Government in the light of the position then obtaining, and orders, as may be necessary, will be issued

6 *Criterion for allotment of marks in the paper on Hindi*—(1) In order that members of minority communities may not stand at a disadvantage vis-a-vis the other examinees in the compulsory paper on Hindi, it was definitely laid down in General Administration Department office memorandum No 3999-A/III-170-1947, dated December 18, 1948, which was issued in connexion with the compulsory subject of Hindi in "recruitment" examinations and departmental examinations that

"so long as the language written in Devanagari script follows the rules of grammar correctly and the words used are not altogether unintelligible, a candidate should not lose any marks, if answers written in Devanagari script are otherwise correct"

(2) In this connexion, it is also relevant to point out that in paragraph 2(5) of General Administration Department circular No 6464/III-170(7)-1952, dated October 29, 1952 it was further made clear that

"Hindi means that simple language which is spoken in this State. The script will be simple and intelligible. Technical terms could be written either in Devanagari script or in Roman script"

(3) The Public Service Commission are being requested to bring these provisions again to the notice of all examiners of the compulsory paper on Hindi for careful observance both in letter and in spirit

(4) As regards departmental examinations, the authorities concerned are being requested to issue similar advice to examiners of the paper on Hindi

7 *Recruitment to services where no examinations are held*—The figures collected by Government show that years in which no examinations for recruitment are held the incidence of recruitment of minority communities has been fair. Government have noted this with satisfaction and it is hoped that this position would continue and that it would not be necessary to issue any instructions so far as this aspect of the matter is concerned

8 *Position about withholding of annual increment on failure to show a specified speed in Hindi type-writing*—(1) In the case of clerical posts, there is a practice in some offices to withhold the annual increment of an assistant if he is unable to show a specified speed in Hindi typewriting. Such increment(s) remain withheld until the assistant can show the requisite speed. When that happens, the annual increment is allowed, but in some offices this is done with effect from the date he shows the requisite speed, and not with retrospective effect from the date on which the increment was originally due. The Government have now decided that in such cases the increment(s) should be allowed with retrospective effect to the extent noted below.

(i) If the defaulting assistant has shown the requisite speed in type-writing within a period not exceeding one year counting from the date on which the increment originally fell due, the increment shall be allowed with retrospective effect as from the due date and all arrears shall be paid

(ii) In other cases, that is to say cases in which the requisite speed has been shown after a period exceeding one year from the due date of increment, the increment shall be allowed as from a date one year prior to the date on which such speed is shown and in such cases arrears shall be paid in respect of a period of one year only.

(2) It has further been decided that this decision will apply to all past cases in which increments had been withheld on the above ground. As a consequence, arrears to the extent indicated will be worked out and paid in all such cases.

9. *Position about withholding of annual increment on failure to show a specified speed in Hindi shorthand.*—The decisions mentioned in paragraph 8 above apply *mutatis mutandis* to cases in which annual increments have been withheld on account of failure to show a specified speed in Hindi shorthand.

10. *Efficiency bars.*—The position stated in paragraphs 8 and 9 above applies also to stoppage at an efficiency bar as it applies to the withholding of an annual increment for failure to show a specified speed in Hindi typewriting or Hindi shorthand.

11. *Content of Hindi.*—There is a general feeling that Hindi as used now in official work is becoming more and more artificial, far removed from common speech. This is bound to retard the growth of Hindi as "a medium of expression for all the elements of the composite culture of India" in terms of Article 351 of the Constitution. The State Government have repeatedly imposed on all their officers the desirability of using simple language easily written and understood and the undersigned is directed to utilize the present occasion for re-emphasizing that the use of high-flown and difficult Hindi ought not to be encouraged and that a general atmosphere of using simple words and sentences should be created all round.

12. *General regard for the interests of minorities.*—In conclusion, it is to be observed that the protection of the interests of the minorities is one of the basic principles recognized by the Constitution which contains several provisions of a specific nature on this subject. But apart from the provisions contained in the Constitution, the protection of the general interests of the minorities and the furtherance of their welfare is inherent in the governance of the country, because the minorities are an integral part of the Nation and the promotion of their interests is a trust which has to be fulfilled with benevolence and generosity. The growth and the unity of the Nation both depend on this. In this connexion, the observations which the Prime Minister was pleased to make some time ago are reproduced below:—

"The real test about a minority community is not how we feel about it, but how they feel. If they are not satisfied, then we have to search for some remedy for their malaise. In a democracy, this is especially important. Democracy means rule by the majority, but it means something more, that is full play and opportunity for minorities. It means also that the minorities should have the sensation of having this full play and opportunity."

13. It is not possible to draw up a comprehensive code on the subject as the question is not so much about a written code as about the development of an attitude of fair-play and liberality towards the minorities. It is requested that the observations of the Prime Minister should be constantly kept in mind by all administrative officers in dealing with matters affecting the minority communities, including their representation in services in adequate numbers.

14. *Annual reports regarding working of this policy.*—(1) Finally, it is requested that an annual report on the working of the policy explained in this memorandum may be sent by all administrative departments of the Secretariat to the Niyukti (Kha) Vibhag. The first such report should be in respect of the calendar year 1958 and may kindly be sent by March 15, 1959. Reports for subsequent years may kindly be sent by March 15 of the year following that to which the report relates.

(2) The following points may kindly be noted in connexion with these reports:

- (i) The report should be in respect of all the services under the control of the administrative department, which should be classified as under.
  - (a) State services;
  - (b) Subordinate executive services,

(c) Ministerial and miscellaneous services,

(d) Inferior services

(ii) The report should be accompanied by a statement showing the total recruitments made under each category of service specified in the above item and the number of Muslims and the numbers of other minority communities (to be specified in the statement) recruited in each category

(iii) The report should also contain a commentary on the incidence of recruitment of minorities

(iv) A general appreciation regarding the interests of minority communities should also be included in the report

(v) Finally, any suggestions on the subject which the administrative departments desire to be considered, may also be included

(3) For the purpose of compiling the above report Heads of Departments and other appointing authorities (which are not controlled by any Head of Department) will render reports to the administrative department of the Secretariat concerned on the lines indicated above and they are being requested accordingly in the endorsement to this memorandum. They are also being requested to send their reports to the administrative department concerned by February 15 following the year to which the report relates

GOVIND NARAIN,

Mukhya Sachiva.

To

All Departments of the Secretariat

No 5171(1)/II-B-95-58

Copy forwarded to the Secretary, Public Service Commission, Uttar Pradesh, with the request that the Commission may kindly be moved to give consideration to the portions of this office memorandum with which they are concerned

No 5171(2)/II-B-95-98

Copy forwarded for information guidance and necessary action to—

(i) all Heads of Departments, Commissions of Divisions, District Officers, District and Session Judges and other Principal Heads of Offices in Uttar Pradesh,

(ii) Secretary, Legislative Council.

(iii) Secretary, Legislative Assembly, and

(iv) Secretaries to Government and other Secretariat officers

No 5171(3)/II-B-95-58

Copy also forwarded to—

(i) Sachiva to Mukhya Mantri and Personal Assistants to Mantris and

(ii) Up-Mantris and Sabha Sachivas

By Order,

GOVIND NARAIN,

Mukhya Sachiva,

Uttar Pradesh Shasan.

## ANNEXURE

(Referred to in paragraph 1 of the letter)

*Statement giving the total No. of schools at basic stage in the stage opened for imparting instruction in Urdu language and the total number of students admitted therein and the total number of teachers appointed for them*

Total number with basic stage	Name of language	Total number of schools in which		Total number of students admitted	Total number of teachers appointed
		only sections of Class have been opened	separate Classes have been opened		
1264	Urdu	158	16	81,084	2,148

No. 2877(2)/XXI-12/58

Freshak

Shri Gopinath Srivastava,  
Officer on Special Duty,  
Uttar Pradesh Shasan.

Sevamen

The Commissioner for Linguistic Minorities,  
Hamilton Road, Allahabad

. Dinank Lucknow, November 4/5, 1959.

SUBJECT:—Supply of information regarding report of the Commissioner for Linguistic Minorities.

BHASHA VIBHAG

Mahoday,

I am directed to refer to State Governments' letter No. 61/XXI-12/1958, dated February 4, 1959 (with which replies of the State Government to the Questionnaire received with Commission's letter No F 8/Safe/1/CLM/58-(876), dated September 30, 1958 were enclosed) and to enclose a statement in the proforma contained in Question No II Education—Education at basic stage (g) as regards Urdu language (See Annexure), as promised in paragraph 1 of the State Government's letter quoted above

Yours faithfully,  
(Sd) GOPINATH SRIVASTAVA,  
Officer on Special Duty.



Government of Madhya Pradesh,  
General Administration Department.  
No. 9023/5039/I(V).

Bhopal, the 27th Kartika, 1880/18th November, 1958.

From

Shri L B Sarje, I A S,  
Deputy Secretary to Government,  
Madhya Pradesh.

To

The Commissioner for Linguistic Minorities,  
26, Hamilton Road, Allahabad

SUBJECT.—*Safeguards for Linguistic Minorities—Collection of Information regarding.*

Sir,

I am directed to refer to the questionnaire forwarded under Shri Himmat Singh's letter No F.8/Safe/1/CLM/58(869) of the 30th September, 1958 on the above subject and to forward herewith replies to parts I, IV, VI, VII and VIII of the questionnaire. Replies to the remaining parts will be forwarded as soon as they are ready.

Yours faithfully,

(Sd) L. B. SARJE,

Deputy Secretary to Government,  
Madhya Pradesh,  
General Administration Department

## Replies to questionnaire regarding Linguistic Minorities

### I. GENERAL

Q. 1. Name of the State?

A. 1. Madhya Pradesh

Q. 2. Is the State Unilingual or Bilingual?

A. 2. Unilingual.

Q. 3. What are the main spoken languages?

A. 3. Hindi (87.74 per cent), Marathi (2.24 per cent), Urdu (1.4 per cent) and Oriya (1.16 per cent). A copy of the statement showing distribution of population in Madhya Pradesh according to Languages spoken is enclosed

Q. 4. Are there any areas with substantial linguistic minorities population?

A. 4. There is no district as a whole having substantial Linguistic Minorities (25 per cent and above) in Madhya Pradesh. As regards Tahsils, the position is as under:

#### Mahakoshal Region

Name of the Tahsil or town	District	Total population	Minority Languages spoken	Population speaking the minority languages	Percentage of the minority language speaking population to total population of the Tahsil
Balaghat (Rural)	Balaghat	2,99,465	Marathi	57,685	25.13%
Sausar (Rural)	Chhindwara	1,53,681	Marathi	72,108	46.92%
Burhanpur (Rural)	East Nimar	1,06,344	Marathi	50,710	47.68%
As regards the Municipal towns in Mahakoshal Region the position is as under:—					
Pandhurna town	Chhindwara	14,019	Marathi	11,755	83.85%
Sausar town	Do	6,778	Marathi	4,273	63.04%
Multa town	Betal	11,638	Marathi	3,827	32.88%
Burhanpur town	East Nimar	69,955	Marathi Urdu	19,555 25,129	27.95% 40.21%

Information regarding Madhya Bharat, Vindhya Pradesh and Bhopal regions in this respect is not available because it is not contained in their Census Hand Books

Q. 4(a) What is the total population of the first four Linguistic Minorities in the State as a whole as against the total population of the State?

(b) In what areas (districts, taluks and Municipal towns), these minorities are found?

(c) What is the total population of such areas and the population of each minority group in each of these areas (districts, taluks and Municipal towns)?

A. 4(a), (b) and (c) The position is explained above.

Q. 5. Has any language given in Schedule 8 of the Constitution been declared as

(i) Regional language of the State?

A. 5 (i) The Official Language Act 1957 has been passed and Hindi declared as the official language for the State. Notification under Section 4 has not yet been issued. A copy of the Act is enclosed.

Q. 5 (ii) Official language for use in any

(a) Administrative offices,

(b) Courts, and

(c) High Courts.

A. 5 (ii) (a) and (b): Hindi

A. 5 (ii) (c) English continues to be used in the High Court.

Q. 6. Has any district, taluk or Municipal town in the State been declared bilingual?

If so give its name and of the languages?

A. 6 No

#### IV OFFICIAL LANGUAGE

Q. 1 Are there any districts, taluks or Municipal towns where any single minority/minorities constitute a population of 30 per cent each or more of the total population of the area (give details of such areas and their population)?

A. 1 There is no such district. As regards Tahsils and Municipal towns, the position is as under

#### Mahakoshal Region

Name of taluk or Municipal town	Total population	Name of Linguistic Minority having a population of 30% or above	Population of each minority	Percentage of each minority population as against the total population of the area
Sausar Tahsil (Rural) Distt Chhindwara.	1,53,681	Marathi	72,108	46.92%
Burhanpur Tahsil (Rural) Distt East Nimar	1,06,344	Marathi	50,710	47.68%
Pandhurna town Distt Chhindwara	14,019	Marathi	11,755	83.85%
Sausar town Distt Chhindwara	6,778	Marathi	4,273	63.04%
Multai town Distt Betul	11,638	Marathi	3,827	32.88%
Burhanpur town Distt East Nimar	69,955	Urdu	25,129	40.21%

Information regarding Madhya Bharat, Vindhya Pradesh and Bhopal Regions in this respect is not available because it is not contained in their Census Hand Books

Q. 2. Have such areas been declared bilingual and if so state the names of the languages for which the areas have been so declared in the following forms:

Name of district, taluk or Mpl town	Total population	Name of Linguistic Minority/ Minorities having a population of 30% or above	Population of each minority	Percentage of each minority population as against the total population of the area
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A. 2 Not yet.

Q. 3. Is there any district, taluk or Municipal town in the State, in which the population of any minority constitutes 70 per cent or more of the total population of that area.

If so state the name of the linguistic minority group and whether the language of the minority group has been declared as the official language of that area instead of the State language

A. 3 There is only one municipal town, namely Pandhurna in District Chhindwara, in which Marathi speaking population constitutes 83.85 per cent. of population of the town. This minority language has not been declared as official language.

Q. 4 Has any part of the State been declared bilingual for purposes of official language?

A. 4 No

Q. 5 Whether there are any orders in the State or any part thereof in respect of restricting the right of any citizen of the State or resident of the area in submitting representations for the redress of any grievance in any language used in the Union or the State, other than the language declared as State or Regional language?

A. 5 No

Q. 6 Is there any rule or Government direction or any restriction in getting a document registered which is not in the State or Regional language of the State

A. 6 No

Q. 7 Are there any districts, taluks or Municipal towns in the State where any single linguistic minority or minorities constitutes a population of 15 to 20 per cent of the total population of the area?

If so, whether all important Government notices and rules intended for use in the area are published in the language of such minorities?

A. 7 In so far as the districts are concerned, the following three districts are such where a single linguistic minority constitutes population of 15 to 20 per cent of the total population of the district

S No	Name of the District	Total population	Single Linguistic/Minority
1.	Betul . . . . .	4,51,655	Marathi 19%
2	East Nimar (Khaodwa) .	5,23,496	Marathi 15%
3	Sehore (including Bhopal) Tahsil Huzur.	5,03,126	Urdu 21%

As regards Tahsils and Municipal towns in Mahakoshal region the positions are as under —

Name of the taluk or Mpl town	Total population	Name of Linguistic Minority having a population of 15 to 20%	Population of each minority	Percentage of each minority population against the total population of the area
Sarangarh Tahsil (Rural) Distt Raigarh	1,35,135	Oriya	27,387	20.27%
Raigarh Tahsil (Rural) Distt Raigarh	1,04,789	Oriya	25,235	24.08%
Multa (Tahsil) Rural	1,74,902	Marathi	41,792	23.89%
Jagdalspur Tahsil (Rural) Distt Bastar	2,66,172	Oriya	63,689	23.93%
Seoni town Distt Seoni	25,219	Urdu	3,815	15.12%
Betul town Distt Betul	15,515	Marathi	2,738	17.65%
Khandwa town Distt. East Nimar	51,852	Urdu	8,762	16.90%
Balaghat town Distt Balaghat	15,546	Marathi	2,237	16.51%
Waraseoni town Distt. Balaghat	8,504	Marathi	1,525	17.93%

Information regarding Madhya Bharat, Vindhya Pradesh and Bhopal regions in this respect is not available because it is not contained in their Census Hand Books.

(b) No instructions have yet been issued to publish all Government notices and rules intended for the public in the minority languages in these areas

#### VI. SERVICES—STATE SERVICES

Q. 1 Give names of State Service cadres for which competitive examinations are held for recruitment?

A. 1 Nil

Q. 2 What is the language media for the examination for such competitive examinations?

A. 2 The question does not arise

Q. 3 Is any of the minority language of the people constituting about 10 to 20 per cent or more of the population recognised as media for such examination in addition to English, Hindi and State language?

A. 3 The question does not arise

Q. 4 Is proficiency in the State or Regional language of the State a pre-requisite for recruitment to State Services or the candidate is allowed to acquire such proficiency after selection but before the end of the probationary period and whether any extension is also granted to such probation period to help the candidate to acquire such proficiency?

A. For recruitment to various State Services, the pre-requisite is to possess a working knowledge of Hindi, i.e., the candidate is required to be

able to read and write Hindi Proficiency to the standard of Matric or other standard is not required.

Q. 5. Is there any subordinate services cadre in the State which is treated as cadre for a district or districts?

A 5 No.

Q. 6. Has any minority language recognised as official language in district been declared medium of examination for such cadre of subordinate service?

If so, name the service cadre, the districts for which it has been declared as district cadre and the language permitted as medium of examination

A. 6. The question does not arise

Q. 7. If the State or Regional language paper is compulsory or the marks secured in such paper taken into account for the purposes of competition or it is merely a qualifying test

A. 7. No competitive test is held in the State

## VII DOMICILE RULES

Q. 1 Are there any rules still in force in the State or any part of the State which impose domicile restrictions with reference to residence in the State for the purpose of—

(a) Recruitment to any branch or cadre of State or subordinate service of the State?

A. 1. (a) No.

Q.1. (b) Freedom of trade, commerce and intercourse?

A 1 (b) No

Q. 1 (c) Right of equality of opportunities and private enterprise, right in respect of obtaining Government contracts, grant of scholarships admission to schools, colleges and technical institutions etc ?

A 1 (c) There are no such restrictions except only in respect of grant of scholarships and admissions to colleges and technical institutions

Copies of orders/rules etc. in this connection are enclosed

Q. 1 (d) Have any reservations been made by the State in any of their services for recruitment of candidates from outside the State or from linguistic minorities?

A 1. (d) No

## VIII MISCELLANEOUS

Q. 1 (a) Representations have been received by this office and Government of India from some of linguistic minorities asking for grant of reservation in State and subordinate services, reservation of seats in State—Legislative and reservation of certain seats in technical and other higher educational institutions Views/Comments of the State Government with regard to these demands may kindly be also communicated

(b) Suggestions have also been made that each State should appoint a whole-time Minority Officer who should be entrusted with the duties of looking after the interests of the linguistic minorities of the State, receive representations from them with regard to safeguards granted under the Constitution of India, concerning different departments of the State and take such action as may be necessary from time to time. Comments/Views of the State Government with regard to this suggestion may kindly be also communicated.

A. 1 (a) There are no linguistic minorities as such in this State and so this question does not arise

A 1 (b) As (a) above

# DISTRIBUTION OF POPULATION IN MADHYA PRADESH ACCORDING TO LANGUAGES SPOKEN

Language	Population	Percentage to total population
1. Hindi & Hindi dialects . . . . .	2,28,20,591	87.74
2. Marathi . . . . .	5,82,821	2.24
3. Urdu . . . . .	3,65,969	1.40
4. Oriya . . . . .	3,03,484	1.16
5. Sindhi . . . . .	1,28,041	.49
6. Gujarati . . . . .	1,16,232	.44
7. Punjabi . . . . .	60,135	.23
8. Telugu . . . . .	28,138	.10
9. Bengali . . . . .	19,569	.07
10. Tamil . . . . .	9,673	.03
11. Kannada . . . . .	4,028	.01
12. Malayalam . . . . .	1,550	.00
13. Other languages or dialects . . . . .	15,65,582	6.01
TOTAL . . . . .	2,60,05,813	100.00

# DISTRIBUTION OF POPULATION IN MADHYA PRADESH ACCORDING TO RELIGION

Religion	Population	Percentage to total population
1. Hindu . . . . .	2,46,53,276	94.00
2. Muslim . . . . .	10,40,345	4.00
3. Jain . . . . .	1,80,191	0.69
4. Christian . . . . .	81,005	0.31
5. Sikh . . . . .	39,877	0.15
6. Buddhist . . . . .	2,191	0.02
7. Zoroastrian . . . . .	2,066	
8. Jew . . . . .	321	
9. Others Tribal . . . . .	1,183	0.03
10. Non-tribal . . . . .	5,258	
TOTAL . . . . .	2,60,05,813	100.00

NOTE : This is based on the distribution of population in Madhya Pradesh according to languages spoken. No adjustment in this regard has, however, so far been made in respect of Sunel enclave of old M. B. transferred to Rajasthan and the Sirionj Sub-division of Rajasthan merged in New M. P.

# THE MADHYA PRADESH OFFICIAL LANGUAGE ACT, 1957

(No. 5 of 1958)

(Received the Assent of the Governor on the 24th January 1958, assent first published in the Madhya Pradesh Gazette on the 7th February 1958)

An Act to declare the Official language of the State of Madhya Pradesh

WHEREAS it is expedient to provide for the adoption of Hindi as the language to be used for the official purposes of the State of Madhya Pradesh;

It is enacted by the Madhya Pradesh Legislature in the Eighth Year of the Republic of India as follows:—

1 Short title, extent and commencement.—(1) This Act may be called the Madhya Pradesh Official Language Act, 1957.

(2) It extends to the whole of Madhya Pradesh and it shall come into force immediately on its publication in the Madhya Pradesh Gazette

2. Definition.—In this Act, unless there is anything repugnant in the subject or context 'Hindi' means Hindi in the Devanagari script

3. Official Language for Official purposes of the State—Subject as herein-after provided, Hindi shall be the official language of the State for all purposes except such purposes as are specifically excluded by the Constitution and in respect of such matters as may be specified by Government from time to time by notification

4 Language to be used in Bills, etc.—The Language to be used in,—

- (a) all Bills to be introduced or amendment thereto to be moved in each House of the State Legislature;
- (b) all Acts passed by each House of the State Legislature,
- (c) all Ordinances promulgated under Article 213 of the Constitution of India;
- (d) all orders, rules, regulations and byelaws issued by the State Government under the Constitution of India or under any law made by the Parliament or the Legislature of the State,

shall on and from such date, as the State Government may in respect of each of the items aforesaid appoint by notification, be Hindi

5 Rules and repeal.—(1) The Government shall have power to make rules for carrying out the provisions of this Act

(2) The Madhya Pradesh Official Language Act, 1950 (XXIV of 1950), and the Madhya Bharat Official Language Act, Samvat 2007 (No 67 of 1950), shall stand repealed.



Extracts taken from the Rules for Awards of Scholarships Stipends as existing in the 4 regions of new M P.

**M.P. Region :—**

'The stipends are available for a ward to the students of Madhya Pradesh.'

**V.P. Region (Rule No 2) —**

'No scholarship shall be awarded to a V P Student who passes his examination from a school or college outside the province'.

**M.B. Region (Rule No 5 and 7) —**

'5 These scholarships and stipends can be given only to students studying in the recognised educational institutions of M B or to those who are sent by the Madhya Bharat Government for prosecuting the studies at Institutions outside the State'

'7 Unless otherwise specified or with the permission of the Government scholarships/stipends are tenable only at recognised Institutions within the State of Madhya Bharat'.

**Bhopal Region (Rule 5) —**

'No Internal scholarship will be awarded to a student not studying in any school within Bhopal State including recognised institutions'.

Extract from the Prospeetus for the Government Engineering College,  
Jabalpur, MF 1957-58

\* \* \* \* \*

9 (e) A certificate from a Magistrate or a Gazetted Officer to the effect that he is a domicile of Madhya Pradesh or a refugee registered in Madhya Pradesh or a son or ward of a Central Government servant stationed in Madhya Pradesh. The condition of domicile will not apply to the candidates seeking admission to the Post-Graduate courses and Research course

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Extract from the Prospectus for the Government College of Engineering and Technology, Raipur

\* \* \* \* \*

3 (e) A certificate from a Magistrate or a Gazetted Officer to the effect that he is a domicile of Madhya Pradesh or a refugee registered in Madhya Pradesh or a son or ward of a Central Government servant stationed in Madhya Pradesh

\* \* \* \* \*

## ADMISSIONS TO GOVERNMENT POLYTECHNICS DURING 1958-59

The State Government have constituted a Centralized Selection Committee for admissions to the Government Polytechnics. It is intended that the minimum standard of candidates who can be admitted to any of the Polytechnics should be nearly the same. With this end in view, common principles of admission will be applied for all Polytechnics.

2 A candidate may apply to the Principal of any of the Polytechnics for admission and if he cannot secure admission to that institution, having regard to the number fixed for admission for particular institution, it will be considered whether he could not be admitted to other institutions on the basis of his merit.

3 The candidates should indicate in their applications their preference for 3 institutions, else it will be presumed that they are willing to be considered for admission to any Polytechnic in the State.

4 The final selection of the candidates shall, however, be decided by the Central Selection Committee.

5 The copies of application form and prospectus can be had from the Principals of the respective Polytechnics on payment of application fee of Re 1.

6 The minimum educational qualifications for admission to Diploma Courses in Polytechnics is that the candidate must have passed Matriculation Examination from any recognised institutions in the State with 45 per cent marks in full Mathematics and full Science (Physics and Chemistry) separately.

### Principles of admission to Government Arts and Science Colleges

Admissions to the First Year class, should be made strictly on the basis of merit determined by percentage of marks obtained at the qualifying examinations—

Provided that

(i) Weightage shall be given for the marks obtained by the candidates at the qualifying examination in these subjects which he offers for further study. This will be done by adding to the total number of marks, 2 marks in the subject/subjects offered for further study if the candidate gets 50 per cent and above but less than 60, 5 marks in the subject/subjects offered for further study if the candidate gets 60 and above but less than 75 per cent and 7 marks if he gets 75 per cent or more than 75 per cent marks in the subject/subjects at the qualifying Examination.

(ii) Weightage shall also be given to students having undergone NCC training by adding the following marks to the total number of marks obtained at the qualifying Examination.—

(a) Under Officers and Troop Sergeant	5
(b) (Sergeants)	4
(c) (Corporals) and Section Leader	3
(d) (Lance Corporals)	2
(e) Cadets (and those who have secured 'B' Certificates)	1

Note ( ) For admission to IIIrd year class only.

(iii) Candidates who are sons or wards of Government servants (in the latter case the candidate should be entirely dependent upon the Government

servant) who have come on transfer where the College is located, should be given admission irrespective of the marks obtained by them at the qualifying Examination, if they had already secured admission to a similar Government institution before the transfer. The percentage of marks obtained at the qualifying examination being the same, preference should be given to the candidates who are sons or wards of the Government servants (in the latter case, the candidate should be entirely dependent upon the Government servant) who have come on transfer to the place where the college is located

2. (a) In each college 15 per cent of seats for the 1st and 3rd year classes shall be reserved for candidates belonging to Scheduled Castes and further 15 per cent shall be reserved for students belonging to the Aboriginal Tribes and Wandering Tribes. For this purpose the schedules of the Constitution (Scheduled Castes) Order, 1950 and the Constitution (Scheduled Tribes) Order, 1950 relating to Madhya Pradesh shall be used

(b) If any candidate eligible for these reserved seats secures admission on the basis of merit, mentioned in para 1 above by general competition among other candidates, he will also be counted against one of these reserved seats. The rest of the seats will be filled by taking, in order of merit (determined as stated in paragraph 1 above), other candidates eligible for these reserved seats. Such of these reserved seats, as are not filled by candidates eligible for them will be filled by taking other candidates in order of merit.

(3) In addition to the above reservations, in each college 5 per cent. of the seats for the 1st and 3rd year classes (i.e. excluding post-graduate classes) shall be reserved for those who had secured places in the school or the college eleven. These seats will, however, be filled by taking eligible candidates in order of merit determined as stated in para 1 above. Such of these seats which cannot be so filled will be reserved and kept open to be filled by taking other candidates for admission in order of merit

(4) While admitting students to third year classes, the principles enunciated above shall *mutatis mutandis* be followed. First preference should, however, be given to students passing the Intermediate Examination from the same college. Such ex-students of the college, as were not on the rolls of the college during the proceeding session should be considered only after ex-students, who were on the rolls of the college, are granted admission and students passing the Intermediate Examination with "Compartments" should be considered on the same footing as those who have passed the Intermediate Examination

(5) As in the case of 1st and 3rd year classes, in each college 15 per cent of the seats in the post-graduate classes shall be reserved for candidates belonging to scheduled castes and other castes similar to scheduled castes and further 15 per cent. shall be reserved for students belonging to the aboriginal tribes and wandering tribes. Admission to post-graduate classes shall be made strictly on the basis of merit and the zonal system of admission will not apply. For admission to the post-graduate classes, a candidate should have secured at least 45 per cent marks in the qualifying examination in the subjects which he proposes to offer for the post-graduate studies

NOTE—After admitting all the candidates securing 45 per cent. or more marks in the subjects etc. if there still remain some vacancies, candidates with lesser percentage of marks may also be admitted but such admissions should be made strictly in order of merit

(6) Admissions to the II, IV and VI year classes through migration if any, shall be made as nearly as may be in accordance with the principles laid down above.

(7) Cases where deviation from the above principles is considered necessary should be referred to Government for orders.

(8) A list of candidates for admission drawn up in accordance with the above principles should be posted on the notice board and a copy thereof should be forwarded to this Department. Vacancies, if any, occurring in future should be filled in by taking candidates from this list in order of merit.

Government of Madhya Pradesh,  
General Administration Department.

No 88-2064-I(v)

Bhopal, dated the 21st Pausa, 1881.  
11th January, 1960.

From:

Shri L S Sarje, IAS,  
Deputy Secretary to Government,  
Madhya Pradesh,  
General Administration Department

To

The Commissioner for Linguistic Minorities,  
26, Hamilton Road, Allahabad.

SUBJECT —Safeguards for linguistic minorities—Collection of information  
regarding.

Sir,

Will you please refer to your letter No. F 8/Safe/CLM/59-(2036), dated the 18th November, 1959, on the above subject? The outstanding replies to parts II, III and V of the questionnaire are enclosed as also the information required in items (1) and (2) at page 3 of your letter under reference. The information regarding items (3) and (4) as also a further reply to question 2 of part III of the questionnaire will be sent shortly.

2 No schools of the kind mentioned in item (I) of the letter under reference have been closed down in any areas in the last two years nor have any teachers speaking minority languages, working in schools meant for that particular minority pupils been retrenched or transferred from minority to non-minority areas

Yours faithfully,

(Sd) L B SARJE,

Deputy Secretary to Government,  
Madhya Pradesh,  
General Administration Department

### 3. *Affiliations of Schools and Colleges imparting instructions in Minority Languages.*

1. Are there any educational institutions in the State imparting education through the media of Minority languages only? Yes, See proforma 'C' enclosed.

2. Are these recognised by the Universities and Boards of Education within the State? Yes.

3. Are there any cases in which such institutions have been permitted affiliation to Universities and Boards of Education outside the State, if not, the reasons therefor. No. Because they have been recognised by the State Board.

4. In cases where affiliation has been granted, the following particulars may be furnished.

(a) Names of the institution.

(b) Standard of education imparted.

(c) Name of minority language in which education is imparted.

and (d) University or Board of Education outside the State to which affiliated.

5. If there are cases in which the State has given permission for such affiliation, but the institution itself has not availed it, the number of such cases may be mentioned in the following proforma :—

In view of the reply to the question 3 above, this question does not arise.

Ditto.

Name of language	Name of University or Board etc. outside the State for which affiliation is wanted	Number of institutions in the State to which permission was granted but not availed of	Remarks (here please give details of standards of education for which affiliation was permitted)
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The question does not arise.

6. Have grants-in-aid and other facilities been refused to any school or college imparting instructions in minority language which have affiliated itself to an outside educational institution? If so, the names of such institutions and reasons for refusal of the grant-in-aid be stated. No.

7. Have any grants been applied for and given to educational institutions imparting instructions in minority languages for establishment or expansion of libraries of books in the minority languages? No. of cases in which such grants have been granted and the total amount given for each minority language may be stated.

Yes, within the amount of grants-in-aid paid for the purpose. Such institutions purchase books and periodicals in minority languages. Separate grants-in-aid is also given for the libraries from time to time when demanded. See also proforma 'D' enclosed.

Question does not arise.

See proforma 'E' enclosed.

Yes. No discrimination is made. The information regarding grants-in-aid applied for will follow.

8. In case such requests have been refused names of the institutions which applied for such grants and the amount asked for by each of them may be stated together with reasons for the refusal of the grant.

*Schools and Educational Institutes established and run by the Language Minorities.*

1. Have any schools basic, secondary and colleges been established and run by any language minority? If so mention their number, in each district, taluka and Municipal town where they are situated and number of students therein.
2. Have any grants for running of the schools, buildings or library been applied for and granted to such schools and colleges? If so, please state the amount applied for and granted for each purpose. If any discrimination has been made on the ground that the school or College is under the management of minority whether based on religion or language, as against grants ordinarily given to schools, colleges for each purpose. The extent thereof and reasons therefor may be mentioned.

*Admission to Medical, Engineering and Technical Classes.*

English.

No.

1. What is the language in which teaching is imparted in these classes?

No. No discrimination is made and hence no information can be given.

2. Is a proficiency in the State or regional language test held before admission?

No.

3. What is the proportion of the students belonging to the linguistic minority group who applied and who were admitted.

4. Is there any truth in the complaint that linguistic minorities are discriminated against?

*Education.*

1. *Education at Basic Stage.*

Yes, where necessary for Marathi, Urdu, Hindi, Gujarati and Sindhi.

(a) Have arrangements been made in all State, District Board and Municipal Schools and aided schools for instruction and examination in the Junior Basic Stage in the medium of the mother-tongue of the child, where it is different from the Regional or State language and, if so, for what languages?

- (b) For how many children in a class or school a teacher is appointed for such language?
- (c) Whether only an extra section of the class is opened in such cases or a separate class is opened?
- (d) Is education in the mother-tongue of the child imparted only in the language subject or in all the subjects of the curricula?
- (e) In case the mother-tongue language is taught only as a language subject is the minority language taught as the first language or as second language? Is the State or Regional language also compulsory?
- (f) How is the switch over from mother-tongue language to Regional or State language effected in the secondary stage?
- (g) What are the total number of schools with junior basic stage in the State; in how many of them separate classes or sections have been opened for imparting instructions in the mother-tongue of the child other than the State or Regional language and what is the number of students in them?

## 2. Education at Secondary Stage.

1. Have any separate schools been opened by Government in any area/areas for imparting education in the mother-tongue of the pupils other than the Regional or State Language?

If so, where and for what languages?

2. Have any private Schools been organised and established in any area/areas of the State for the purpose?

If so, in what parts of the State (Mention only names of the districts and cities) and in what number?

3. Have they been recognised and is any of them being given grants-in-aid by the Government and, if so, whether any discrimination is made in the amount of such grants between such schools and other ordinary schools with medium of instructions in the regional or State language? If so, in what way, i.e., on what grounds and to what extent?

10 in a class or 40 in a school.

Extra Section.

In all the subjects of the curricula.

First language—State language is not compulsory.

Elementary knowledge of State language is made compulsory from class VI onward.

Information given in the enclosed proforma 'A'.

Yes, at Ujjain, Gwalior, Indore, Jabalpur (Marathi and Urdu), Sagay (Urdu and Sindhi), Kaimi (Sindhi) Bhopal, (Urdu and Sindhi), Berhampur (Urdu).

See proforma 'B' Enclosed.

Yes, Government grant is given. No discrimination is made.



There are no such schools where 1/3rd pupils are of linguistic minorities.

In view of the answer to question 4 above the question does not arise.

NIL.

any facilities been given in any Government, Municipal and District Board schools for imparting education in the mother-tongue of the pupils other than regional or State language where 1/3rd of the total number of pupils of the school request for such instruction?

Is a separate class or only a separate section of the class opened in such cases?

Give total number of such schools, classes and sections of classes as well as the number of students to whom education in mother-tongue in the secondary stage is imparted and the number of teachers appointed for the purpose.

NOTE :—This information may be supplied district, taluk and Municipal townwise in the following form:—

Name of District, Taluk or Municipal town	Name of language	Total No. of classes and sections opened	Total No. of students	Total No. of teachers appointed
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NIL.

No.]

7. Has any request in any school for imparting education at the secondary stage in the mother-tongue of the pupils other than the State or Regional language been turned down on the ground of "adequate facilities for such instruction being not available" in any particular area?

8. Has the State accepted the three language formula and has any of the minority languages been included as one of the three languages?

Yes, by the Boards of Secondary Education, &c.

# PROFORMA A

What is the total number of Schools with Junior Basic Stage in the State ? In how many of them classes or sections have been opened for imparting instruction in the mother-tongue of the child other than the State or Regional Languages ? And what is the number of students in them ?

Division/Region	Total number of Schools with junior Basic stage (in whole region or division)	Name of minority language (in which sections of classes have been opened in the mother-tongue of the child)	Total number of schools in which				Total number of teachers appointed
			Only sections or classes have been opened	Separate classes have been opened	Total number of students admitted	Total number of teachers appointed	
I	2	3	4	5	6	7	
Narmada Division	2,663	(Chhindwara District) Marathi : Urdu : (Nimar District.)  Urdu : Marathi : Gujrati : (District Betul)  Urdu : ... (Ujjain District)  Marathi : Urdu : Sindhi : Gujrati :	: :<				

## PROFORMA A—contd.

1	2	3	4	5	6	7
		(Raigadh District).				
		■ Urdu] . . . . .	3	..	213	6
		(Bhalsa District)				
		Urdu . . . . .	2	..	289	3
		(Ratlam District)				
		Urdu . . . . .	3	..	770	24
		Gujrati, . . . . .	1	..	254	6
		(Mandsaur District)				
		Urdu . . . . .	3	..	340	11
		Sindhi . . . . .	3	..	215	7
		Marathi . . . . .	1	..	36	1
V. P. Region	. . . . .	.....				NIL
Gwalior Region	. . . . .	(Gwalior District)				
		Urdu . . . . .	1	..	170	7
		Marathi . . . . .	3	..	732	38
		Sindhi . . . . .	4	..	443	26
		(Morena District)				
		Urdu . . . . .	3	..	25	4
		(Inspector, Gwalior Region)				
		Urdu . . . . .	2	..	40	2
		Sindhi . . . . .	5	..	220	23
		(Khargone District).				
Indore Region	. . . . .	2,505				
		Urdu . . . . .	2	..	549	22
		Marathi . . . . .	1	..	194	5
		(Indore District)				

	Marathi	.	.	.	.	21	..	5,266	181
	Urdu	.	.	.	.	16	..	3,832	124
	Sindhi	.	.	.	.	14	..	11,760	45
	Gujrati	.	.	.	.	1	..	796	31
	(Dewas District).								
	Marathi	.	.	.	.	1	..	193	12
	Urdu	.	.	.	.	3	..	679	19
	Sindhi	.	.	.	.	1	..	184	5
Raipur Division	.	.	.	.	.	.	NIL		
Jabalpur Division	.	.	.	.	.	.			
	Urdu	.	.	.	.	12	..	4,239	54
	Sindhi	.	.	.	.	4	..	1,031	23
	Marathi	.	.	.	.	4	..	721	16
	Bengali	.	.	.	.	1	..	109	3
Bhopal Region	.	.	.	.	.	.			
	(Raisen District).								
	Malayalam	.	.	.	.	2	..	92	3

(None of the Schools has been closed down in the last 2 years nor any teacher speaking minority language working in such a school has been retrenched or transferred.)

# PROFORMA B

Have any private schools been organised and established in any area of the State for imparting education in the mother-tongue of the people other than the regional or State languages? If so in what parts of the State (mention only the names of the districts and cities) and in what number?

Narmada Division	.	.	.	.	.	.	2 Urdu Schools in Nimar District. 1 Primary Urdu School in Betul District.
Blaspur Division	.	.	.	.	.	.	NIL.
Ujjain Region	.	.	.	.	.	.	3 Urdu and 1 Gujarati Schools in Ratlam District. 2 Gujarati Schools in Ujjain City. 2 Urdu Schools in Bhilsa District.
Vindhya Pradesh Region	.	.	.	.	.	.	NIL.
Gwalior Region	.	.	.	.	.	.	Gwalior District : . : . : NIL Morena District : . : . : 1 Urdu School. Bhind District : . : . : 2 Urdu Schools. Shivpuri District : . : . : 2 Urdu Schools.
Rajpur Division	.	.	.	.	.	.	NIL.
Jabalpur Division	.	.	.	.	.	.	One Bengali School at Jabalpur, one Marathi School at Jabalpur, 3 Urdu Schools in Jabalpur district, 1 Sindhi School in Jabalpur.
Bhopal Region	.	.	.	.	.	.	NIL.
Indore Region	.	.	.	.	.	.	Indore District : . : . : 3 Urdu Schools, 1 Gujarati School, 1 Marathi School. Dhar District : . : . : Khargone District : . : . : 1 Urdu School. Dewas District : . : . : 1 Urdu School.

Are there any Educational institutions in the State imparting education through the media of minority language ? If so, (i) for what, minority languages they are (ii) in what area they are (iii) what is their approximate number in each area ?

[illegible]

## PROFORMA C—contd.

Indore Region—contd.													
Raipur Division		1 Urdu School	.	.	.	.	.	.	Urdu	.	.	.	West Nimar District.
		1 Urdu School	.	.	.	.	.	.	Urdu	.	.	.	Dewas District.
	.	4 Urdu Schools	.	.	.	.	.	.	Urdu	.	.	.	Raipur District.
	.	2 Urdu Schools	.	.	.	.	.	.	Urdu	.	.	.	Durg District.
Jabalpur District		2 Urdu Schools	.	.	.	.	.	.	Urdu	.	.	.	Barar District.
	.	1 Bengali School	.	.	.	.	.	.	Bengali	.	.	.	Balaghat District.
	.	1 Urdu School	.	.	.	.	.	.	Urdu	.	.	.	Nainpur area.
	.	3 Urdu Schools	.	.	.	.	.	.	Urdu	.	.	.	Khurai area.
Bhopal Region		1 Urdu School	.	.	.	.	.	.	Urdu	.	.	.	Sagar District.
		NIL	.	.	.	.	.	.	NIL	.	.	.	Damoh District.

Note: (No. of teachers has been mentioned in Proforma A).

**NIL.**

Rs.	9,208
Rs.	3,488
Rs.	11,000

District Bhilsa.

Rs.	1,500
Rs.	180

District Railway.

Rs. 3,589  
Rs. 9,500

**INIL**

**THE**

**strict Indore.**

Rs.	6,000
Rs.	6,840
Rs.	4,580
Rs.	1,004
Rs.	12,300
Rs.	30,415
Rs.	36,025
Rs.	4,450





PROFORMA E

Have any Schools Basic, Secondary and Colleges been established and run by any language minorities ? If so, mention their number in each district taluka and Municipal town, where they are situated and number of students therein.

Narmada Division	2	Hakuma and Quadanya High School.	Burhanpur Distt.	319	students (Urdu).
Blaspur Division	1	Marathi School (High)	Burhanpur Distt.	308	students.
Ujjain Region		NIL.			
District Bhisla	1	Tabiya Middle School (Gujrati)	Ujjain District	1050	students.
District Ratlam	1	Gujrati Samaj Primary School	Do.	400	students.
	1	Gujrati High School	Do.	125	students.
	1	Primary School (Urdu)		289	students.
	3	Primary Schools (Urdu)		770	students.
V. P. Region	1	Gujrati Primary School		254	students.
Gwalior Region	1	Gujrati High School		195	students.
Indore Region		NIL.			
		NIL.			
	1	Gujrati Higher Secondary School			
	1	Gujrati College			
	1	Urdu Higher Secondary School			
Raipur Division		NIL.			
Jabalpur Division	1	Urdu Primary School		478	students.
	1	Bengali School		753	students.
	1	Urdu School (Anjuman Islamun)		358	students.
	1	Marathi High School (Alaharashtra)	Machharya (Sagar) District	129	students.
	1	Urdu (Azad High School, Sagar)	Naupur District	64	students.
Bhopal Region		NIL.	Jabalpur District	607	students.
			Jabalpur District	650	students.
				265	students.
					NIL.

No. SR/TT-1507/571/365.

Government of Bihar,

Political Department,

Special Section.

Patna, the 12 January, 1959,  
22 Paush, 1880 (S).

From

Shri A. P. Baxi, M.A.,

Addl Under Secretary to Government

To

The Assistant Commissioner for  
Linguistic Minorities, 26, Hamilton Road,  
Allahabad.

SUBJECT —*Safeguards for linguistic minorities*—Collection of information  
regarding.

Sir,

I am directed to refer to your letter number F 8/Safe/1/CLM/58 (865), dated the 30th September, 1958, addressed to the Chief Secretary to the Government of Bihar and to enclose a statement giving reply to the questionnaire, item by item.

2 The delay in sending the reply is regretted as it took some time in collecting information from different Departments of the State Government.

Yours faithfully,

(Sd.) A. P. BAXI,

Addl Under Secretary to Government

Sl. No.	Questionnaire	Reply	Remarks
1	2	3	4
	<b>I. General.</b>		
	1. Name of the State . . . . .	BIHAR.	
	2. Is the State Unilingual or Bilingual ?	Unilingual.	
	3. What are the main spoken languages ?	Hindi is spoken by 81.2 percent of the population	
	4. Are there any areas with substantial linguistic minorities population :—		
	(a) What is the total population of the first four linguistic minorities in the State as a whole as against the total population of the State ?	<p>Urdu . . . 27,36,303</p> <p>Bengali . . . 17,59,719</p> <p>Santhali . . . 17,20,529</p> <p>Mundari . . . 5,00,342</p>	<p>These figures are based on 1951 Census Report. Figures of speakers of different languages, as affected by the reorganisation of State in 1956, are not known. About 8 lacs of Bengali speaking people residing in the Manbhum district were transferred to West Bengal as a result of the transfer of a portion of the district to West Bengal. This has further reduced the percentage of Bengali speaking people in Bihar, though the exact extent of reduction has not yet been determined.</p>
	(b) In what areas (districts, taluka and Municipal towns), these minorities are found ;	<p>District.</p> <p>Total population</p>	<p>Number of people speaking</p>
	(c) What is the total population of such areas and the population of such minority group in such of these areas (districts, taluks and Municipal towns)	<p>Urdu Bengali Santhali Mundari</p>	<p>Figures in respect of taluks and</p>
	1. Patna . . . . .	25,28,272	21,951
	2. Gaya . . . . .	30,70,499	3,955
		2,98,437	1,882
			353
			71

	2	3	4	5
		P. 1		Municipal towns are not available.
3. Shahabad	26,88,440	1,64,916	2,610	184
4. Saran	31,55,144	1,28,065	3,008	..
5 Champaran	25,15,343	1,33,150	632	..
6 Muzaffarpur	35,20,739	2,60,980	1,324	..
7. Darbhanga	37,69,534	3,47,719	2,768	..
8. Monghyr	28,49,127	1,37,055	21,081	32,830
9. Bhagalpur	14,29,069	1,09,006	29,588	37,896
10 Saharsa	13,08,198	63,802	11,873	1,759
11 Purnea	22,47,943	5,57,944	1,33,399	55,992
12. S. Parganas	23,22,092	99,501	2,11,451	9,83,170
13. Hazaribagh	19,37,210	59,922	27,352	1,93,460
14 Ranchi	18,61,207	41,261	26,186	732
15. Dhanbad	9,05,783	33,932	1,86,063	49,205
16. Palamau	9,85,767	25,951	2,630	384
17. Singhbhum	16,85,195	28,550	2,68,785	1,50,684

5. Has any language given in Schedule 8 of the Constitution been declared as —

- (i) Regional language of the State;
- (ii) No language included in Schedule 8 of the Constitution has been declared as the Regional language of the State;

- (ii) Official language for use in any—  
 (a) Administrative Offices ;  
 (b) Courts ;  
 and (c) High Courts.

(ii) The Bhar Official Language Act, 1950, provides that Hindi should be the official language of the State subject to the provision of Articles 346, 347 and 348 of the Constitution with effect from a date to be declared by the State Government under Proviso to Section 1 (3) of the Act. The 29th November, 1960 has been fixed as the time limit. The State Government have issued instructions that Hindi should be progressively adopted for official purposes. It has been made compulsory for all State Government servants to pass an examination in Hindi before the 31st December, 1959. Orders have issued that in Criminal Courts exercising 3rd class and 2nd class powers, deposition of witnesses and order sheets should be recorded in Hindi. However, Magistrates have the option of writing out judgment either in English or Hindi. Similarly, in Civil Courts also, deposition of witnesses and order-sheets are to be recorded in Hindi in small cause suits and rent suits in which complicated questions of fact are not involved. Judgments, however, can be written either in English or in Hindi. The State Government have not issued any orders regarding the language to be used in the proceedings of the High Court under Article 341 (a) of the Constitution.

6. Has any district, taluk or Municipal town in the State been declared bilingual ? If so, give its name and of the language

No area in the State has been declared bilingual.

## II. Education.

### 1. Education at Basic Stage :

- (a) Have arrangements been made in all State, District Board and Municipal Schools and Aided Schools for Instruction and examination in the Junior Basic stage in the medium of the mother-tongue of the child, where it is different from the Regional or State language and if so, for what languages ?

Up to classes VII in Primary Schools in this State the medium of instruction is the mother-tongue. For this purpose the State Government have approved ten languages as mother-tongue.

- (b) For how many children in a class or school a teacher is appointed for such language ?

One teacher is provided for a particular language if there are 10 students reading that language in a class or 40 students in the school.

(c) Whether only an extra section of the class is opened in such cases or a separate class is opened ?

(d) Is education in the mother-tongue of the child imparted only in the language subject or in all the subjects of the curricula ?

(e) In case the mother-tongue language is taught only as a language subject is the minority language taught as the first language or as second language ? Is the State or Regional language also compulsory ?

(f) How is the switch over from mother-tongue language to Regional or State language effected in the Secondary stage ?

(g) What are the total number of schools with Junior basic stage in the State, in how many of them separate classes or sections have been opened for imparting instructions in the mother-tongue of the child other than the State or Regional language and what is the number of students in them ?

## 2. Education at Secondary stage :

1. Have any separate schools been opened by Government in any area/areas for imparting education in the mother-tongue of the pupils other than the Regional or State language ? If so, where and for what language ?

The matter has been left to the discretion of the School authorities.

All subjects are taught through the mother-tongue

Mother tongue is taught as the first language. The State language " Hindi " is taught compulsorily as a second language from class IV onwards

No difficulty arises in the switch over as the State language is taught from Class IV.

The information is not readily available. The District Education Officers have been directed to furnish the information. The collection of information will take sometime

The answer is in the negative.

2. Have any private schools been organised and established in any area/areas of the State for the purpose ? If so, in what parts of the State (mention only names of the districts and cities) and in what number ?
3. Have they been recognised and is any of them being given grants-in-aid by the Government and if so, whether any discrimination is made in the amount of such grants between such schools and other ordinary schools with medium of instructions in the Regional or State language ? If so, in what way, i.e., on what grounds and to what extent ?
4. Have any facilities been given in any Govt Municipal and District Board Schools for imparting education in the mother-tongue of the pupils other than Regional or State language where  $\frac{1}{3}$ rd of the total number of pupils of the school request for such instruction ?
5. Is a separate class or only a separate section of the class opened in such cases ?
6. Give total number of such schools, classes and sections of classes as well as the number of students to whom education in mother-tongue in the Secondary stage is imparted and the number of teachers appointed for the purpose

The medium of instruction in Secondary Schools (Classes VIII to XI) is ordinarily Hindi. But the State Government permits teaching through the medium of the mother-tongue of the pupils, other than Hindi, in schools where the number of pupils asking for such facilities is  $\frac{1}{3}$ rd of the total students in a school, and also in schools run by linguistic minority communities. In High Schools consisting of classes IV to XI, the medium of instruction upto Class VII is the mother-tongue of the pupil. In schools where there are students with different mother-tongues, if the number of students speaking a particular language is 40 or more in that school or ten or more in any particular class, arrangements are made for teaching such groups through their mother-tongue.

A separate section is opened in such cases.

The information is not available. The District Education Officers have been directed to collect and furnish the information. The Collection of the information will, however, take some time.



2

The answer is in the negative.

7. Has any request in any school for imparting education at the secondary stage in the mother-tongue of the pupils other than the State or Regional language been turned down on the ground of adequate facilities for such instruction being not available in any particular area ?

8. Has the State accepted the three language formula and has any of the minority languages been included as one of the three languages ?

Yes. Bengali, Oriya, Urdu, Maithili, Santhali, Oraon, Ho, Mundari or English may be one of the three languages

### 3 Affiliations of Schools and Colleges imparting instructions in minority languages.

1. Are there any educational institutions in the State imparting education through the media of minority languages only ?

There are a few schools only, and they too follow the policy indicated in the answer to question No. 11 (4) above in respect of the language other than the one which is ordinarily employed as medium of instruction.

2. Are these recognised by the University and Boards of Education within the State ?

Yes

3. Are there any cases in which such institutions have been permitted affiliation to Universities and Boards of Education outside the State ? If not, the reason therefor ?

The State Government have no precise information. Presumably, such applications will not pass through the State Board of Secondary Education, for example.

4. In cases where affiliation has been granted, the following particulars may be furnished —

The question does not arise

- (a) Name of the institution.
- (b) Standard of education imparted.

4

3

- (c) Name of minority language in which education is imparted, and  
 (d) University or Board of Education outside the State to which affiliated

5. If there are cases in which the State has given permission for such affiliation, but the institution itself has not availed it, the number of such cases may be mentioned in the proforma given

There was no such case.

6. Have grants-in-aid and other facilities been refused to any school or College imparting instructions in minority language which has affiliated itself to an outside educational institution? If so, the names of such institution and reasons for refusal of the grants-in-aid be stated

There has been no case of refusal

7. Have any grants been applied for and given to educational institutions imparting instructions in minority languages for establishment or expansion of Libraries of books in the minority languages? Number of cases in which such grants have been granted and the total amount given for each minority language may be stated.

No application was received or grants sanctioned for establishment or expansion of Libraries of books in minority languages only.

8. In case such requests have been refused, names of the institutions which applied for such grants and the amount asked for by each of them may also be stated together with reasons for the refusal of the grant.

The question does not arise.

### III. *Schools and Educational Institutions established and run by the Language Minorities:*

1. Have any schools basic—secondary—and colleges been established and run by any language minority? If so, mention their number, in each district, taluk and Municipal town, where they are situated and number of students therein.

The information is not readily available. It is being collected and will take some time.

Necessary information, which is not readily available, is being collected.

2. Have any grant for running of the schools, buildings or library been applied for and granted to such schools and colleges? If so, please state the amount applied for and granted, for each purpose.

If any discrimination has been made on the ground that the school or college is under the management of minority whether based on religion or language, as against grants ordinarily given to schools, colleges for each purpose, the extent thereof and reasons therefor may be mentioned

No such discrimination is made.

#### IV Official Language

No.

1. Are there any districts, taluks or Municipal towns where any single minority (minorities constitute a population of 30% each or more of the total population of the area (give details of such areas and their population))?

The question does not arise.

2. Have such areas been declared bilingual and if so, state the names of the languages for which the areas have been so declared in the form given

No

3. Is there any district, taluk or Municipal town in the State, in which the population of any minority constitutes 70% or more of the total population of that area? If so, state the name of the linguistic minority group and whether the language of the minority group has been declared as the official language of that area instead of the State Govt

No.

4. Has any part of the State been declared bilingual for purposes of official language?

5. Whether there are any orders in the State or any part thereof in respect of restricting the right of any citizen of the State or resident of the area in submitting representations for the redress of any grievance in any language used in the Union or the State, other than the language declared as State or Regional language ?

6. Is there any rule or Government direction or any restriction in getting a document registered which is not in the State or Regional language of the State ?

There are no such orders.

Section 19 of the Indian Registration Act enjoins that if any document only presented for registration be in a language which the Registering Officer does not understand and which is not commonly used in the district, he shall refuse to register the document unless it be accompanied by true translation into a language commonly used in the district and also by a true copy. Registering Officers, however, have been particularly cautioned not to refuse documents written in any of the commonly used language. According to Rule 19 of the Registration Rules, Hindi, English and Hindustani (Urdu) are the languages commonly used in the districts of Patna and Tirhut Divisions and in the Bhagalpur, Saharsa and Monghyr districts of the Bhagalpur Division. In the remaining districts of the State, in addition to the 3 languages mentioned above, Bengali is also regarded as a commonly used language for the purpose of registration.

7. Are there any districts, taluks or Municipal towns in the State where any single linguistic minority or minorities constitute a population of 15 to 20 percent of the total population of the area ? If so, whether all important Government notices and rules intended for use in the area are published in the language of such minorities

There are 5 such districts out of a total number of 17 in the State. Figures of linguistic minorities, Municipality-wise, are not available. There are no taluks in the State. Only electoral rolls and notices of election are prepared and published in Bengali and Oriya in territories containing substantial Bengali-speaking and Oriya-speaking population.

#### V. Admission to Medical, Engineering and Technical Classes :

1. What is the language in which teaching is imparted in these classes ?

In the Medical and Engineering Colleges education is imparted through the medium of English. In the Engineering schools of Diploma level, the teaching is in Hindi, but the technical terms are in English. In the technical schools, the medium of instruction is Hindi.

2. Is a proficiency in the State or Regional language No. test held before admission.

3. What is the proportion of the students belonging to the linguistic minority group who applied and who were admitted ?

The proportion of applications received from candidates of the linguistic minority group and those admitted in Engineering and Technical classes will be 10% approximately. As for the medical classes, the following table gives the information:—

Year	Name of the medical college	Proportion of applicants of the linguistic minority group			Proportion of admission from linguistic minority group		
		Urdu	Bengali	Others	Urdu	Bengali	Others
1957	Patna Medical College	9.4%	4.9%	..	..	7.5%	5.08%
1958	Do.	9.8%	4.2%	..	..	6.7%	3.3%
1957	Darbhanga Medical College	11.7%	6.76%	0.55%	11.33%	11.76%	1.96%
1958	Do.	13.65%	8.02%	0.17%	12.29%	16.66%	0.98%

123  
23

4. Is there any truth in the complaint that linguistic minorities are discriminated against ?

There is no such complaint in this State.

#### VI. Services—State Services :

1. Give names of State service cadres for which competitive examinations are held for recruitment
2. What is the language media for the examination for such competitive examinations ?

Appendix A sets forth the State Services and posts for which recruitment is made on the basis of the result of the combined competitive examination held by the P. S. C. every year.

In the combined competitive examination held by the Public Service Commission,\* candidates have the option of answering non-language subjects either in Hindi or English

No.

3. Is any of the minority languages of the people constituting about 15 to 20 percent or more of the population recognised as media for such examination in addition to English, Hindi and State language.
4. Is proficiency in the State or Regional language of the States a pre-requisite for recruitment to State Services or the candidate is allowed to acquire such proficiency after selection but before the end of the probationary period and whether any extension is also granted to such probation period to help the candidate to acquire such proficiency?
5. Is there any subordinate services cadre in the State which is treated as cadre for a district or districts?
6. Has any minority language, recognised as official language in district, been declared medium of examination for such cadre of subordinate service? If so, name the service cadre, the district cadre and language permitted as medium of examination.
7. If the State or Regional language paper is compulsory, are the marks secured in such paper taken into account for purpose of competition or is it merely a qualifying test?

VII *Domicile restrictions :*

1. Are there any rules still in force in the State or any part of the State which impose domicile restrictions with reference to residence in the State for the purpose of—

(a) Recruitment to any branch of cadre of State or Subordinate Service of the State

Proficiency in Hindi is not a pre-requisite for recruitment to the State Services. Hitherto there was a compulsory paper in Hindi carrying 100 marks in the syllabus of the combined competitive examination conducted by the Public Service Commission. Recently this compulsory paper has been abolished from the syllabus of the competitive examination. However, candidates appointed to the various gazetted services are required to pass in Hindi during their probation. If an officer does not pass in Hindi, he is not confirmed and his probation is extended.

Yes, there are some cadres in the subordinate services (Class III and Class IV) which are treated as cadres for Districts or Divisions.

No minority language has been recognised as an official language in any district.

In view of what has been said against Question No. VI(4), the question does not arise.

(a) In most of the statutory rules regulating recruitments for services and posts under the State Govt. which were in force before the commencement of the Constitution, there was a provision that except under special

orders of Govt preference would be given to a candidate who is a native of or domiciled in Bihar. These rules continue to be in force by virtue of the provisions of Article 35(b) of the Constitution. These rules, however, do not render any Indian national ineligible for any office under the State Govt on the grounds only of residence or place of birth. The position has been clearly explained in the State Govt's circular letter No 10738, dated the 26th November, 1950 addressed to all Departments of the Secretariat and all Heads of Departments. A copy of the letter is attached (Appendix 'A').

(b) There are no restrictions on the freedom of trade, commerce and inter-course.

(c) Right of equality of opportunities and private enterprise, right in respect of obtaining Government contracts, grant of scholarship admission to schools, colleges and technical institutions, etc.

(c) In respect of obtaining Govt contracts, no restrictions have been imposed. As regards admission to technical institutions, except for the seats reserved for Scheduled Castes, Scheduled Tribes and other Backward classes (Annexure I), admissions are made strictly on merit from among the following categories of candidates:—

- (i) students whose parents are residents of or domiciled in the States;
- (ii) sons of persons coming from other States and employed under the State Government;
- (iii) sons of employees of the Central Government posted in Bihar;
- (iv) sons of displaced persons registered in Bihar; and
- (v) sons of employees of the Sindri Fertilizer and Chemical Ltd. and the Tata Iron and Steel Co. Ltd., etc.

For admission to Medical Colleges, proof of residence in the State for a fixed number of years varying between 5 and 10 years is required. In the other schools and colleges there are no restrictions in admission.

Stipends in technical institutions are allowed only for such students as are natives of or domiciled in Bihar. In the other educational institutions there are no restrictions of domicile in the matter of grant of scholarship.

(d) No reservation has been made for candidates from outside the State or from linguistic minorities. Reservation has, however, been made for Scheduled Castes and Scheduled Tribes.

The State Government do not favour the idea of reservation of seats for linguistic minorities. A whole-time Minority Officer is also not required.

(d) Have any reservations been made by the State in any of their services for recruitment of candidates from outside the State or from linguistic minorities.

#### VIII Miscellaneous :

Representations have been received by this office and Government of India from some of linguistic minorities asking for grant of reservation in State and subordinate services, reservation of seats in Legislatures and reservation of certain seats in technical and other higher educational institutions. Views/Comments of the State Government with regard to these demands may kindly also be communicated. Suggestions have also been made that each State should appoint a whole time Minority Officer who should be entrusted with the duties of looking after interests of the linguistic minorities of the State, receive representations from them with regard to safeguards granted under the Constitution of India, concerning different departments of the State and take such action as may be necessary from time to time. Comments/Views of the State Government with regard to this suggestion may kindly be also communicated.



## APPENDIX 'A'

*List of State Services, other equivalent posts and non-gazetted posts appointment to which is made from among the candidates qualifying at the combined competitive examination.*

1. Bihar Civil Service (Executive Branch).
  2. Bihar Police Service
  3. Sub-divisional Inspector of Schools in the Bihar Education service
  4. Bihar Finance Service (Senior Branch).
  5. Bihar Finance Service (Junior Branch).
  6. Labour Superintendent (Senior Branch).
  7. Labour Officer (Junior Branch).
  8. Bihar Junior Civil Service.
  9. Inspector of Police.
  10. Labour Welfare Officer.
  11. Inspector of Excise
  12. Inspector of Commercial Taxes.
  13. Sub-Registrar
  14. Inspector of Co-operative Societies
  15. Organiser, Cane-growers' Co-operative Societies
  16. Sub-divisional Inspector of Weights.
  17. Loans Inspectors under the Relief and Rehabilitation Department.
  18. Evacuee Inspectors
  19. Inspector of Commercial Taxes
  20. Statistical Inspectors, Statistical Specialist, and Senior Statistical Assistants under the Director of Central Bureau of Economics and Statistics
  21. Assistant Accounts Officer, and Senior Audit Assistants under the Accounts Officer, Finance Department
  22. Lady Welfare Officers under Labour Department
  23. Statistical Inspectors under Labour Department
  24. Statistical Specialist under Labour Department
  25. Senior Statistical Assistant under Labour Department
  26. Inspector of Industries
  27. Supply Inspector.
  28. Sectional Superintendents under Supply Department.
  29. Assistant Marketing Officers
  30. Marketing Inspectors
  31. Junior Auditors under Education Department
  32. Senior Auditors under Education Department
  33. District Publicity Organisers
  34. Statistical Officer (Under the Director of Public Health).
-

No. SL-12/49A.1075.  
Government of Bihar,  
Appointment Department.

From

T. C. Puri, Esqr, ICS,  
Additional Secretary to Government

To

All Departments of the Secretariat  
All Heads of Departments

Patna, the 26th November, 1950.

**SUBJECT**—Requirements as to residence in regard to appointments to offices under the State

Sir,

I am directed to invite attention to the provision of clause 2 of Article 16 of the Constitution in terms of which it is not permissible to make any person ineligible for any appointment or office under the State or even to discriminate against any persons for such employment on the grounds of place of birth or residence. This provision places candidates who are natives of or domiciled in Bihar on the same footing as other Indian nationals. This is, however, subject to the provisions of Article 35(b) of the Constitution, which provide that any enactments and statutory rules, orders, regulations etc, which prescribe any requirement as to residence within a State prior to appointment to any office under the State, shall continue in force not withstanding the provisions of clause 2 of Article 16. It is to be noted, however, that subject to any adaptations and modifications that may be made therein under Article 372 of the Constitution such enactment rules, orders, etc, are "frozen" in the form in which they stood immediately before the commencement of the Constitution and cannot be altered, repealed or amended in any way except by Parliament.

2 In most of the statutory rules regulating recruitments to services and posts under this Government which were in force before the commencement of the Constitution, there is a provision of "except under special orders of Government preference will be given to a candidate who is a native of or domiciled in Bihar". Since these rules continue to be in force by virtue of the provision of Article 35(b), it will be permissible to give preference to a candidate who is a native of the State or an Indian subject domiciled therein for the purposes of recruitment to such services and posts. This, however, does not empower the State Government, or appointing authorities subordinate to them, to make any Indian National ineligible for any office under the State on the ground only of residence or place of birth. In this connection I am to invite a reference to Appointment Department Memo No 5360-A., dated the 3rd July 1947. Rule 2 of Part I of that Memo runs as follows—

"No person, who is not a native of, or domiciled in, the province should be appointed to any post, whether permanent or temporary, carrying a pay of Rs 25 a month or over without the sanction of the Provincial Government obtained through the proper channel; nor should any such person be appointed to any post carrying a pay of less than Rs 25 a month without the sanction of the authority immediately superior to the officer making the appointment. This rule is equally applicable to the case of all non-domiciled persons, whatever be the country of their origin, including such of them as may already have been appointed in other Government offices in Bihar".

This rule was not in order being incompatible with clauses (I) of Section 298 of the Government of India Act, 1935 as adapted by the Indian (Provisional Constitution) Order, 1947, which provided that no subject of His Majesty domiciled in India should on grounds of religion or place of birth be ineligible for office under the Crown in India. The aforesaid rule is, however, not a statutory rule and, moreover, being *ab initio* unconstitutional cannot be kept alive by the provision of clause (B) of Article 35 of the Constitution.

3. There are also some rules regulating recruitment to Ministerial and Subordinate Services which are not statutory. Even if these rules provide for preference being given to natives of the State or persons domiciled therein, no such preference can now be given. Article 35(b) keeps alive only statutory rules, orders etc. which were in force in Bihar before the commencement of the Constitution.

4 To sum up, the legal position is that until Parliament otherwise provides by law, the State Government may, where any enactments, statutory rules, orders etc., in force before the commencement of the Constitution so provide, continue to allow preference to candidates who are natives of or domiciled in the State for purposes of appointment to offices under the State; but they cannot make any Indian national ineligible for any office under the State on the grounds only of residence or place of birth.

5 Clause 3 of Article 16 of the Constitution empowers Parliament to make a law prescribing requirements as to residence within the State in regard to appointment to any office under the State. The Government of India are examining the question of promoting suitable legislation under this Article.

6 I am to request that all appointing authorities subordinate to you may be informed of these orders.

Yours faithfully,

(Sd.) T. C. PURI,

Additional Secretary to Government

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From

Shri B. K. Dubey,  
Deputy Secretary to Government

To

The Assistant Commissioner for  
Linguistic Minorities,  
26, Hamilton Road, Allahabad.

Patna, the 23rd July, 1959/1st Shrawan, 1881 (S).

SUBJECT.—Safeguards for linguistic minorities—Collection of information regarding—

Sir,

In continuation of Shri A P Baxu's letter No. 365C, dated the 12th January, 1959, on the subject mentioned above, I am directed to enclose statements furnishing comments of this State Government on items II.1(g), II.2(2), II 2(6), III.1 and III 2 of the questionnaire, on which informations were not available at the time of sending the reply in January, 1959, as referred to above. Some information regarding the districts of Purnea and Motihari are still wanting which will be sent as soon as possible

The delay in furnishing the comments on the remaining points is regretted

Yours faithfully,

(Sd) B. K. DUBEY,

Deputy Secretary to Government.

**II.1(g). (Education at basic stage)—**

What are the total number of schools with junior basic stage in the State, in how many of them separate classes or sections have been opened for imparting instructions in the mother-tongue of the child other than the State or Regional language and what is the number of students in them?

Name of district	Total no. of schools with basic stage	Name of language	Total number of schools in which			Total no. of teachers appointed
			Only sections of class have been opened	Separate classes have been opened	Total no of students admitted	
1. Darbhanga	3115		Education is not given through the medium of mother-tongue.			
2. Hazaribagh	134 Middle	Urdu Bengali	11 2		274 30	15 2

1	2	3	4	5	6	7
	10 High	Urdu Bengali	7 1	.	569 3	26 2
3. Singhbhum	284 Junior Basic stage	Bengali Oriya Urdu } }	7	.	.	One teacher for each language
4 Monghyr	2055	Urdu	33	.	465	33
5. Palamau	.	Bengali	1	.	92	7
6 Dhanbad	108	Bengali Urdu	58	23	3475	87
7. Ranchi	91	Urdu	5		..	.
8. Bhagalpur	167 1	Urdu Bengali	37 3	1 1	10156 137	66 8

## II.2(2). (Education at Secondary stage)—

Have any private schools been organised and established in any area/areas of the State for the purpose? If so, in what parts of the State (mention only names of districts and cities) and in what number?

Name of District and Cities	No. of Schools
Darbhanga	. 1 Muslim High School (Urdu).
Hazaribagh. . . .	1 Amada High School (Bengali).
Singhbhum . . . .	. 14
Monghyr.	3 High Schools on Urdu Basis.
	5 Middle Schools on Urdu Basis.
	2 Middle Schools on Bengali Basis.
Ranchi . . . . .	. 3
Dhanbad . . . . .	3
Bhagalpur. . . . .	. 1 Durgacharan High School (Bengali).
	1 Muslim High School, Bhagalpur (Urdu)
	1 Middle School, Bisanpur (Urdu).

## II.2(6)—

Give total No. of such schools, classes and sections of classes as well as the no. of students to whom education in mother-tongue in the secondary stage is imparted and the no. of teachers appointed for the purpose.

NOTE—This information may be supplied district, taluk and Municipal town-wise in the following proforma:—

Name of district taluk or Municipal town	Name of language	Total no of classes and sections opened	Total no. of students	Total no. of teachers appointed
1. Hazaribagh . . . . .	Urdu	2	214	11
„ . . . . .	Bengali .	1	3	2
Chantra . . . . .	Bengali .	1	36	2
Guridih . . . . .	Bengali .	1	109	4
Rural area . . . . .	Bengali	2	119	9
2. Singhbhum . . . . .	Bengali .	29	5421	168
	Oriya .	7	807	13
3. Monghyr . . . . .	Urdu .	46	690	46
	Bengali .	4	60	4
4. Palamau . . . . .	Urdu .	11	398	16
Daltonganj . . . . .	Urdu .	5	241	8
5. Patna . . . . .	Urdu	42	1421	30
	Bengali .	9	294	8
6. Ranchi . . . . .	Bengali .	34	1403	36
	Urdu .	5	265	10
7. Bhagalpur . . . . .	Urdu	8	585	23
	Bengali .	6	234	9

III. 1. Have any schools basic, secondary and colleges been established and run by any language minority? If so, mention their no. in each district, taluk and Municipal town, where they are situated and no. of students therein.

Name of district taluk or Municipal area	No of type of school	Minority language	No. of students
1. Darbhanga . . . . .	1 Secondary . . . . .	Urdu.	
2. Hazaribagh . . . . .	1 High . . . . .	Bengali	203
	1 Middle . . . . .	Bengali	203
	2 Middle . . . . .	Urdu	337
3. Singhbhum . . . . .	39 Secondary Schools . . . . .	..	9781
4. Monghyr. . . . .	136 Basic (Pry) . . . . .	Urdu	10407
	4 Basic (Pry) . . . . .	Bengali	576
	5 Middle . . . . .	Urdu	421
	2 Middle . . . . .	Bengali	269
	3 High . . . . .	Urdu	761
5. Palamau . . . . .	1 Girls Middle . . . . .	Bengali	} 229
	1 Girls Middle . . . . .	Urdu	
6. Dhanbad Distt. Jharla, Pandra Barmashya . . . . .	3 High . . . . .	..	1471
7. Ranchi . . . . .	2 High . . . . .	Bengali	1403
	1 High . . . . .	Urdu	265
8. Bhagalpur . . . . .	166 Basic & Primary . . . . .	Urdu	9371
	1 Basic & Primary . . . . .	Bengali	67
	1 Middle Senior Basic . . . . .	Urdu	133
	1 High School . . . . .	Urdu	681
	1 High School . . . . .	Bengali .	325

III. 2. Have any grant for running of the schools, buildings or library has been applied for and granted to such schools and colleges? If so, please state the amount applied for and granted for each purpose.

No. or name of the school in each district	Amount of grant	Purpose for which granted
1. Muslim High School, Darbhanga	(1) Rs. 2500/- (1955-56) (2) (a) Rs. 6686/- (1956-57) (b) Rs. 4237/- (1957-58)	Library grant. C. L. A. Building repairs, increase in pay etc.
	(3) Rs. 15000/- (1955-56)	Science teaching.
2. Amanada High School (Hazaribagh)	Applied for building grant, in the camp Project Scheme, for Rs. 34222/6/- but could not be granted as the application was received late They have been requested to wait for next chance	
3 5-Urdu Middle Schools in the district of Monghyr.	Rs. 962 50 per month.	
2 Bengali schools in the district of Monghyr	Rs. 140/- per month.	

1	2	3
3. 1 Bengali Girls' Middle School in the district of Palamau . . .	Rs. 6000/-	Building grant.
4. (1) L. E. B. B. High School Ranchi (Bengali) . . .	Rs. 7000/- Rs. 2500/- Rs. 173/- Rs. 360/- Rs. 360/- Rs. 186/- Rs. 2899/-	Building grant. Library grant. Deficit grant. Science grant. Efficiency grant. Municipal Tax. Grant-in-aid.
(2) Azad High School, Ranchi (Urdu)	Rs. 1548/-	Building grant
(3) Chotanagpur Girls' High School, Ranchi (Bengali) . . .	Rs. 250/- Rs. 9000/- Rs. 1500/- Rs. 500/- Rs. 500/- Rs. 500/- Rs. 500/- Rs. 200/- Rs. 15000/-	Library grant. Science grant. Special library grant. Grant-in-aid. Elementary Science Teaching. Appliances. Craft Domestic Science. Special grants for science and Core subjects.
5. (1) Jharria Raj High School . . .	Rs. 3655/-	Grant in aid.
(2) Pandra High School . . .	Rs. 4761/-	Grant-in-aid.
(3) Barmashya High School . . .	Rs. 3815/-	Grant in aid.



Hyderabad,

*Dated the 23rd September, 1959.*

Letter No. 56152/58-12

General Administration (S R—A) Department.

From

Shri Bharat Chand Khanna, I.A.S.,  
Deputy Secretary to Government

To

The Commissioner for Linguistic Minorities,  
26, Hamilton Road, Allahabad.

Sir,

SUBJECT:—*Safeguards for linguistic minorities—Collection of information—  
regarding.*

REFERENCE.—Your letter No. F.8/Safe/1/CLM/58(863), dated 30-9-1958.

I am directed to forward herewith answers to the questionnaire received with your letter cited so far as this State is concerned

Yours faithfully,

(Sd) BHARAT CHAND KHANNA,  
Deputy Secretary to Government.

## Questionnaire

## Answers

## I. General:

1. Name of the State . . . . . Andhra Pradesh.
2. Is the State Unilingual or Bilingual ? . . . . . Unilingual.
3. What are the main spoken languages ? . . . . . Telugu, Urdu, Tamil, Kannada, Marathi and Oriya.
4. Are there any areas with substantial linguistic minorities population ?

(a) What is the total population of the first four linguistic minorities in the State as a whole as against the total population of the State ;

Urdu .	21,32,324
Tamil	4,48,227
Kannada	4,11,655
Marathi .	2,70,925
	<hr/>
	32,63,131

(b) In what areas (districts, taluks and Municipal towns), these minorities are found ;

(c) What is the total population of such areas and the population of each minority group in each of these areas (districts, taluks and Municipal towns) .

Total population of the State . . . . . 3,12,60,133.  
Please refer to statements already furnished with my letter No. 6477/58-5, dated 2-1-1959 and particulars furnished to Sri V.P.M. Pillai with reference to your letter No. CLM/59-(1563), dated 7-7-1959. Particulars furnished are in respect of linguistic minorities forming more than 10% of the total population of the concerned district, taluk and town.

5. Has any language given in Schedule 8 of the Constitution been declared as :—

(i) Regional language of the State ;

(ii) Official language for use in any—

(a) Administrative offices ;

(b) Courts ; and

(c) High Courts

Tamil, Urdu, Marathi and Oriya.

English.

At present English, Telugu, Tamil, Kannada and Urdu are the Court languages  
English.

*Quangacsture*

His any district, taluk or Municipal town in the State been declared bilingual? If so give its name and of the languages.

**II. Education:**

(a) Have arrangements been made in all State Dist. Board and Municipal Schools and aided Schools for instruction and examination in Jr. Basic stage in the medium of the mother-tongue of the Child, where it is different from the Regional or State language and if so, what languages?

(b) for how many children in a class or school a teacher is appointed for such languages?

(c) Whether only an extra section of the class is opened in such cases or a separate class is opened.

(d) Is Education in the mother-tongue of the child imparted only in the language subject or in all the subjects of the curricula?

(e) In case the mother-tongue language is taught only as a language subject, is the minority language taught as the first language or as second language? Is the State or Regional language also compulsory?

(f) How is the switch over from mother-tongue language to Regional or State language effected in the secondary stage?

(g) What are the total number of schools with junior basic stage in the State? In how many of them separate classes or sections have been opened for imparting instructions in the mother-tongue of the child other than the State or Regional language and what is the number of students in them?

*Answer*

No.

Arrangements have been made to teach in Oriya, in Srikakulam Dt. and Urdu in Srikakulam, Visakhapatnam and Krishna Distts. There is no provision in the Jr. Basic Schools situated in the bilingual districts of Anantapur and Chittoor for the teaching of mother-tongue which is different from the State language.

For every 25 pupils in a class

Separate schools exist wherever the number of pupils is large and an extra section is opened when the number is small.

In the case of separate schools, all subjects are taught in the Child's mother-tongue but in the case of sections only the mother-tongue alone is taught as a language subject the other subjects being taught in the regional language.

The mother-tongue language is taught as the first language. The Regional language is also compulsory from the 3rd grade.

Pupils completing V Grade take special coaching privately before seeking admission in secondary schools.

Total No. of schools with basic stage	Name of the language	Total number of schools in which		
		Only sections of class have been opened	Separate classes have been opened	Total No. of students admitted
1236 Junior Urdu Basic Schools	Oriya and Urdu	2	..	55
		..	2	157
				2
				3

## 2. Education at Secondary Stage :

1. Have any separate schools been opened by Government in any area/ areas for imparting education in the mother tongue of the pupils other than the Regional or State language ? If so, where and for what languages.

No.

2. Have any private schools been organised and established in any area/ areas of the State for the purpose ? If so, in what parts of the State (Mention only names of the districts and Cities) and in what number ?

No.

Does not arise.

3. Have they been recognised and is any of them being given grants in aid by the Govt. and if so, whether any discrimination is made in the amount of such grants between such schools and other ordinary schools with medium of instructions in the Regional or State language ? If so, in what way ; e., on what grounds and to what extent ?

4. Have any facilities been given in any Govt., Municipal and Distt. Board Schools for imparting education in the mother-tongue of the pupils other than Regional or State language where  $\frac{1}{3}$  of the total number of pupils of the School request for such instructions.

Facilities are being provided in the Government, Municipal and Distt. Board Schools to provide instruction in the mother-tongue of the linguistic minorities.

5. Is a separate class or only a separate section of the class is opened in such cases ?

Separate classes are being conducted.

6. Gave total number of such schools classes and section of classes as well as the number of students to whom education in mother-tongue in the Secondary stage is imparted and the number of teachers appointed for the purpose.

(See the Statements).

7. Has any request in any school for imparting education at the secondary stage in the mother-tongue of the pupils other than the State or Regional language been turned down on the ground of " Adequate facilities for such instructions being not available ", in any particular area ?

No.

8. Has the State accepted the three language formulae and has any of the minority languages been included as one of the three languages ?

Yes. According to the existing language scheme a candidate should study mother-tongue or regional language English, and Hindi. Under the mother-tongue, the language of the minorities may be studied.

Answer

## Questionnaire

## 3. Affiliations of Schools and Colleges imparting instructions in Minority Languages.

1. Are there any educational institutions in the State imparting education through the media of minority languages only ?

2. Are these recognised by the University and Boards of Education within the State ?

3. Are there any cases in which such institutions have been permitted affiliation to Universities and Boards of Education outside the State, if not, the reasons therefor ?

4. In cases where affiliation has been granted, the following particulars may be furnished :—

- (a) Names of the institutions.
- (b) Standard of education imparted.
- (c) Name of minority language in which education is imparted.
- (d) Universities or Board of education outside the State to which affiliated.

5. If there are cases in which the State has given permission for such affiliation, but the institution itself has not availed it, the number of such cases may be mentioned in the following proforma :—

Name of language	Name of University or Board, etc., outside the State for which affiliation is wanted	The State to which permission was granted but not availed of which affiliation was permitted	Remarks (here please give details of standards of education for which affiliation was permitted)
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Education is imparted through English medium only in all the Colleges of the University. Students, however, are permitted to answer the examination papers in Hindustani with Persian (or Devanagari script).

There are no colleges in this University area, having a minority language as medium of instruction.

In order to provide for necessary facilities for minorities instruction is being imparted in certain schools in the State through the Minority languages also *viz.*, Marathi and Tamil where there is a demand in addition to the instruction in the Regional languages Telugu and Urdu (Hindustani).

6. Have grants in aid and other facilities been refused to any school or college imparting instructions in minority language which has affiliated itself to an outside educational institution. If so the names of such institution and reasons for refusal of the grants-in-aid be stated.

7. Have any grants been applied for and given to educational institutions imparting instructions in minority languages for establishment or expansion of libraries of books in the minority languages? Number of cases in which such grants have been granted and the total amount given for each minority language may be stated.

8. In case such requests have been refused, names of the institutions which applied for such grants and the amount asked for by each of them may also be stated together with reasons for the refusal of the grant.

### III. *Schools and Educational Institutions established and run by the language minorities.*

1. Have any schools basic, secondary, and colleges been established and run by any language minority? If so, mention their number, in each district, taluk and Municipal town where they are situated and number of students therein

2. Have any grant for runnings of the schools, buildings or library been applied for and granted to such schools and colleges? If so, please state the amount applied for and granted for each purpose.

If any discrimination has been made on the ground that the school or college is under the management of minority whether based on religion or language as against grants ordinarily given to schools and colleges for each purpose. The extent thereof and reasons therefor may be mentioned.

*Osmania University*

No discrimination has been made by the University on the ground that the colleges are managed by Minority Community.

### IV. *Official Language.*

Statements attached page. 14.

V. Admission to Medical, Engineering and Technical Classes.

1. What is the language in which teaching is imparted in these classes ?
2. Is a proficiency in the State or Regional language test held before admission.
3. What is the proportion of the students belonging to the linguistic minority group who applied and who were admitted ?
4. Is there any truth in the complaint that linguistic minorities are discriminated against.

Answer

Sri Venkateswara University

1. English.
2. The qualifying examination for admission to professional courses like Medical and Engineering is the Intermediate, for which the candidates have to offer besides three optional subjects English and one Indian language not necessarily the regional language.

All the professional colleges in this University area are managed by the State Govt. The State Govt. constitutes special committees for selecting candidates for admission to these Colleges. As far as this University is aware, these committees while selecting take in to consideration only the proficiency of the candidates in the subjects relevant to the particular course and not their proficiency in languages.

Since the Govt. receive all the applications of the candidates we are unable to answer this question.

The University is not aware of any such discrimination.

Andhra University.

1. English.
2. No.
3. Admissions were not made on the basis of linguistic minorities and in the admission forms this information is not sought. Any person who fulfilled the academic qualifications irrespective of territorial or other consideration was given admission. In any case, in the University colleges people coming under Linguistic Minorities from the State are almost negligible.
4. Not at all. There is no discrimination against linguistic minorities.

*Omania University*

1. English.

2. No separate test is held in State (or) Regional Language. Admission are made to these courses on the basis of merit, certain reservations are made for Scheduled Caste, Scheduled Tribes and Backward Class.
3. 25% of seats for students from Marathwada region and 15% for those from Karnataka region of erstwhile Hyderabad State are reserved.
4. No.

*Director of Technical Education.*

1. This Department has under its control Technical Institutions of three standards, viz. degree, diploma and certificate standards. There are Engineering Colleges, Polytechnic and Mining Institutes and industrial training institutes, respectively.

Apart from these, there are a few Arts and Vocational institutions of both diploma and certificate standards.

The language in which teaching is imparted is English in all the institutions, but in the institutions of certificate standard (Industrial Training Institutes, Girls Vocational Institutes) instruction is imparted in the regional language of the State also (Telugu) according to the needs in addition to English.

2. No

- 3 Statistics are not readily available since the admissions are not made on the basis of language but only on the basis of a minimum General Educational qualifications without any language bar.

4. None. There were no complaints as far as this Department is concerned.



## Questionnaire

## vi. Service—State Services

1. Give names of State Service cadres for which competitive examinations are held for recruitment ?
2. What is the language media for the examination for such competitive examination?
3. Is any of the minority language of the people constituting about 15 to 20% or more of the population recognised as media for such examination in addition to English, Hindi and State language.

A statement showing the State services for which competitive examinations are held by the Andhra Pradesh Public Service Commission is enclosed at (Annexure I).

The State Public Service Commission conducts written tests for recruitment to posts which are classified as non-technical. The written tests are of 4 classes, *i.e.*, B.A. (Hons.) standard (Group I), B.A. standard (Group II), Intermediate standard (Group III) and S.S.L.C. standard (Group IV). Candidates who appear for the written tests for recruitment to posts coming in Groups I to II should answer all the papers in English only except one paper under optional group, which may be answered in English or any other language according to the subject chosen. In case of Group III services it is left to the candidates to answer the language translation and composition paper in any language of his choice and all the other papers in English. In the case of recruitment to posts coming under Group IV Services candidates can answer any essay paper in two parts : The first part being essay in the regional language and the second in English and a paper in precis-writing in English. They have also to answer a paper in General knowledge which will be set in English but with option to answer in English or in any one of the regional languages and a translation paper in two parts the first being translation paper from regional language to English and the second being translation from English to Regional languages. The scheme of examinations for each of the four groups of Services is given in the Annexure I.

Certain Services like Andhra Ministerial Service, Andhra Judicial Ministerial Service and Andhra Secretariat Service, etc., prescribe an adequate knowledge of Telugu as pre-requisite for the purpose of entering into those services. The Government of Andhra Pradesh have decided that all candidates irrespective of whether they possess an adequate knowledge of Telugu or not, should be allowed to compete for the recruitment examinations subject to the condition that after selection they should

4. Is proficiency in the State or regional language of the State a pre-requisite for recruitment to State Services or the candidate is allowed, to acquire such proficiency after selection but before the end of the probationary period and whether any extension is also granted to such probationary period to help the candidate to acquire such proficiency ?

pass the language test in Telugu of a prescribed standard within the prescribed period of probation or the prescribed period with a penalty of postponement of increment and even discharge after a certain period.

5. Is there any subordinate services cadre in the State which is treated as cadre for a district or Districts ?

Yes. In Andhra Ministerial Service, Andhra Junior Ministerial Service the district is treated as a unit and the cadre is treated as a cadre for the District. A group of Distt. is treated as Regional units in some subordinate service e.g., Inspectors of Police in the Police Subordinate Service.

6. Has any minority language recognised as official language in district been declared medium of examination for such cadre or subordinate service ? If so, name the service cadre, the districts for which it has been declared as district cadre and the language permitted as medium of examination.

For Andhra Ministerial Service the following languages are declared as Regional languages besides Telugu in the Districts specified against each below :—

1. Chittoor	.	.	.	Tamil.
2. Cuddapah	.	.	.	Urdu.
3. Guntur	.	.	.	Urdu.
4. Kurnool	.	.	.	Urdu.
5. Adilabad	.	.	.	Marathi.
6. Nizamabad	.	.	.	Urdu.
7. Karimnagar	.	.	.	Urdu.
8. Warangal	.	.	.	Urdu.
9. Khammam	.	.	.	Urdu.
10. Nalgonda	.	.	.	Urdu.
11. Mahboobnagar	.	.	.	Urdu.
12. Hyderabad	.	.	.	Urdu.
13. Medak	.	.	.	Urdu.

For Andhra Judicial Ministerial Service the following languages have been recognised as Regional languages in the Districts specified against each of them besides Telugu :—

1. Chittoor	.	.	.	Tamil.
2. Adilabad	.	.	.	Marathi and Urdu.
3. Other Districts of Telengana.	.	.	.	Urdu.

### *Questionnaire*

7. If the State or Regional language paper is compulsory are the marks secured in such paper taken into account for the purposes of competition or is it merely a qualifying test ?

*Answer*

For Group III and Group IV Services language translation and composition are compulsory subjects for which the maximum number of marks assigned is 100 and the minimum qualifying for selection in the aggregate in the written test is 180 for Group III Services and 135 for Group IV Services. The marks secured in the language paper are taken into account for the purpose of competition.

### VII. *Domicile Rules*

1. Are there any rules still in force in the State or any part of the State which impose domicile restrictions with reference to residence in the State for the purposes of—

(a) Recruitment to any branch or cadre of State or subordinate service of the State.

(b) Freedom of trade, commerce and intercourse . . . . . No.

(c) Right of equality of opportunities and private enterprise, right in respect of obtaining Government contracts, grant of scholarships, admission to schools, colleges and technical institutions, etc.

A copy of Ministry of Home Affairs Notification No. 40/1/58-Listt (A)-1, dated 31-3-1959 containing the Andhra Pradesh Public Employment (Requirement as to Residence) Rules, 1959 is annexed.

Domicile rules are in force for admission to schools, colleges and technical institutions under the control of this Govt.

Admission is at present restricted for the domiciles of the respective regions, except in a few cases where mutual adjustments are permitted. No candidate from outside the State is admitted in any institution in the State except for the seats reserved for other States at the request of the Govt. of such States as have sponsored their candidates through their respective States Govts. Similar procedure applies in respect of scholarships in the institutions within the States.

(d) Have any reservations been made by the State in any of their services for recruitment of candidates from outside the State or from minorities.

No.

Representations have been received by this office and Government of India from some of linguistic minorities asking for grant of reservation in State and subordinate services reservation of seats in State Legislatures and reservation of certain seats in technical and other higher educational institutions. Views/Comments of the State Government with regard to those demands may kindly be also communicated. Suggestions have also been made that each State should appoint a whole-time Minority Officer who should be entrusted with the duties of looking after the interests of the linguistic minorities of the State, receive representations from them with regard to safeguards granted under the Constitution of India, concerning different departments of the State and take such action as may be necessary from time to time. Comments/views of the State Government with regard to this suggestion may kindly be also communicated.

There does not appear any need for grant of reservation in State and subordinate Services. Nor there appears any need for appointment of a whole-time Minority Officer. Also there does not appear any need for reservation of certain seats in technical and other higher educational institutions for linguistic minorities. Regarding reservation of seats in the State Legislature, it is a matter for the Govt. of India to consider.

## STATEMENT

## 2. Education at Secondary Stage

Question No. 6.—Give the total number of such schools, classes and sections of classes as well as the number of students to whom education in mother-tongue in the secondary stage is imparted and the number of teachers appointed for the purpose?

Name of District, Taluk or Municipal Town	Name of language	Total No. of classes and sections opened	Total No. of students		Total No. of teachers appointed
			Boys	Girls	
(1)	(2)	(3)	(4)	(5)	(6)
Chittoor . . . . .	Tamil	..	716	468	34
Krishna District . . . . .	Urdu	..	77	7	6
Guntur District . . . . .	Do.	..	160	42	12
Kurnool District . . . . .	Do.	..	776	121	36
Anantapur . . . . .	Do.	..	42	29	..
Caddapah . . . . .	Do.	..	398	10	18
Kurnool . . . . .	Kannada	..	254	14	15
Srikakulam . . . . .	Oriya	..	144	6	5
Anantapur . . . . .	Kannada	..	61	9	6

## NO. OF SCHOOLS WITH MEDIUM OF INSTRUCTION IN TELENGANA AREA AS ON 31-3-1958

S. District No.	B. Boys		G. Girls		Urdu		Hindi		Marathi		Kannada		English		Gujarathi		Tamil	
	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.
1. Hyderabad City Balda.	15,279	5,567	4,387	2,944	1,226	1,053	223	88	8,755	3,799	177	146	1	2				
2. Hyderabad Dt.	784	139	1,422	808	27	47	..	..	5,709	5,356	161	229	482	177				
3. Medak	982	267	..	..	21	7	99	10	..	..	..	..	..	..				
4. Nizamabad	1,117	357	256	130	754	110	..	..	..	..	..	..	..	..				
5. Mahabubnagar	1,002	579	127	13	82	94	157	33	..	..	..	..	..	..				
6. Nalgonda	675	621	..	..	..	..	..	..	..	..	..	..	..	..				
7. Warangal	1,370	395	..	..	..	..	..	..	473	146	..	..	..	..				
8. Khammam	56	111	..	..	..	..	..	..	57	42	..	..	..	..				
9. Karimnagar	656	359	..	..	..	..	..	..	..	..	..	..	..	..				
10. Adilabad	705	346	91	99	799	220	..	..	..	..	..	..	..	..				

S. No.	Name of District	Gujarathi	Urdu	Marathi	Kannada	Hindi	Tamil
1.	Hyderabad City	19	545	101	19	245	2
2.	Hyderabad District	.	85	.	1	44	28
3.	Medak	..	64	..	4	..	..
4.	Nizamabad	..	100	18	1	18	.
5.	Mahboobnagar	..	81	7	..	..	..
6.	Nalgonda	..	52	1	..	2	..
7.	Warangal	..	74	..	..	6	.
8.	Khammam	..	26	..	.	3	..
9.	Karimnagar	.	30	..	..	27	..
10.	Adilabad	..	60	40	..	1	..

# IV.—OFFICIAL LANGUAGE

S. No.	Questions	Answers
1.	Are there any districts, taluks or Municipal towns where any single minority/minorities constitute a population of 30% each or more of the total population of the area (give details of such areas and their population) ?	Yes. Hyderabad District. Urdu speaking people constitute 31% of the population of the district. Total population of the district—18,18,034. Population of the minority—5,72,118.
2.	Have such areas been declared bilingual and if so state the names of the languages for which the areas have been so declared in the following form.	No.
3.	Is there any district, taluk or Municipal town in the State in which the population of any minority constitutes 70% or more of the total population of that area ? If so state the name of the linguistic minority group and whether the language of the minority group has been declared as the official language of that area instead of the State language.	Yes. I Proddatur town. Tamilians—Tamil has been declared as official language of that area instead of the State language. But Telugu and Tamil have been declared as official languages of Chittoor District.
4.	Has any part of the State been declared bilingual for purposes of official languages ?	No. It may however be stated that certain languages like Hindi, Urdu, Marathi and Kannada were declared as court languages in 9 of the Districts (Telengana) of the State.
5.	Whether there are any orders in the State or any part thereof in respect of restricting the right of any citizen of the State or resident of the area in submitting representations for the redress of any grievance in any languages used in the Union or the State, other than the language declared as State or Regional language.	No.
6.	Is there any rule or Government direction or any restriction in getting a document registered which is not in the State or Regional language of the State ?	There is no restriction in getting a document registered which is not in the State or Regional language of State. But under Section 19 of the Indian Registration Act (Act No. XII 1903) if any document duly presented for registration be in a language which the registering officer does not understand and which is not commonly used in the district, he shall refuse to register the document unless it be accompanied by a true translation into a language commonly used in the District and also by a true copy.
7.	Are there any districts, taluks or Municipal towns in the State where any single linguistic minority or minorities constitute a population of 15 to 20 per cent of the total population of the area ?	Yes. No.



## ANNEXURE I

## Posts included under Groups I to IV Services

## Group I Services (B.A. Hons. Standard Examination)

1. Andhra Civil Services (Executive Branch)	.	.	.	Deputy Collector.
2. Andhra Commercial Tax Service	.	.	.	(a) Commercial Tax Officers including Assistant Secretary, Board of Revenue (Commercial Taxes).
3. Andhra Co-operative Service	.	.	.	Deputy Registrars of Co-operative Societies.
4. Andhra Registration Service	.	.	.	District Registrars.
5. Andhra Transport Service	.	.	.	Regional Transport Officers.
6. Andhra Police Service	.	.	.	Deputy Superintendents of Police.
7. Andhra Fire Service	.	.	.	District Fire Officers.
8. Andhra Survey and Land Records Service	.	.	.	Assistant Directors of Survey and Land Records.

## Group II Services (B.A. Standard Examination)

1. Andhra Commercial Taxes Subordinate Service	.	.	.	Assistant Commercial Tax Officers.
2. Andhra Co-operative Subordinate Service	.	.	.	(a) Co-operative Sub-Registrars. (b) Senior Inspector of Co-operative Societies (other than Scheduled Castes, Scheduled Tribes and Backward Classes).
3. Andhra Local Fund Audit Subordinate Service	.	.	.	Apprentices.
4. Andhra Registration Subordinate Service	.	.	.	Reserve Sub-Registrars (other than Scheduled Castes/Scheduled Tribes).
5. Andhra Secretariat Service	.	.	.	(a) Upper Division Clerk (including those of the Nagarjunasagar Control Board Office). (b) Lower Division Clerks (other than those in Central Branches).

Ministerial Service . . . . .	(a) Upper Division Clerks (including Upper Division Inspectors in the Hindu Religious and Charitable Endowments (Administration) Department, Upper Division Clerks in the P. W. D. in the office of the Chief Engineer, Nagarjunasagar Dam and in the offices of the Circles and Divisions under his control.
	(b) U.D.C. and L.D.Cs. in the office of the Board of Revenue (Land Revenue and Settlement Branch).
	(c) Audit Clerks in the Local Fund Audit Department.
	(d) Accounts and Upper Division Clerks II Grade in the Electricity Deptt.
7. Andhra Pradesh Highways Deptt. . . . .	Accountants.
8. Andhra General Subordinate Service . . . . .	Assistant Inspectors of Labour.
9. Andhra Panchayat Subordinate Service . . . . .	Deputy Panchayat Officers.
<i>Group III (Intermediate Standard).</i>	
1. Andhra Co-operative Subordinate Service . . . . .	Senior Inspector of Co-operative Societies (Scheduled Caste, Schedule Tribes and Backward Classes), Junior Inspectors of Co-operative Societies.
2. Andhra Panchayat Subordinate Service . . . . .	(a) Deputy Panchayat Officers (Non-graduate Executive Officers).
	(b) Assistant Inspectors of Labour (those who are employees of Local Boards).
3. Andhra Registration Subordinate Service . . . . .	Reserve Sub-Registrars (for Scheduled Castes and Scheduled Tribes candidates).
<i>Group IV Services (S.S.I.C. Standard).</i>	
1. Andhra Secretariat Service . . . . .	(a) Typists.
	(b) Steno-typists.
	(c) Lower Division Clerks (Central Branches).

2. Andhra Judicial Ministerial Service	.	.	.	.	.	<ul style="list-style-type: none"> <li>(a) Typists</li> <li>(b) Steno-typists.</li> <li>(c) Lower Division Clerks.</li> <li>(d) Assistant Nazirs.</li> <li>(e) Junior Superintendents of Copyists.</li> </ul>
3 Andhra Ministerial Service	.	.	.	.	.	<ul style="list-style-type: none"> <li>(a) Typists.</li> <li>(b) Steno-typists.</li> <li>(c) Lower Division Clerks (other than those in the office of the Board of Revenue) (Land Revenue and Settlement Branch).</li> <li>(d) Stewards.</li> <li>(e) Cash Keepers.</li> <li>(f) Librarians and Assistant Librarians.</li> <li>(g) Assistant Stewards.</li> <li>(h) Linen Keepers.</li> <li>(i) Laundry Supervisors.</li> </ul>
Posts for which security is necessary in the Ministerial Service.	.	.	.	.	.	<ul style="list-style-type: none"> <li>(a) Lower Division Clerks.</li> <li>(b) Stewards.</li> <li>(c) Cash Keepers.</li> <li>(d) Librarians.</li> <li>(e) Assistant Stewards.</li> <li>(f) Lower Division Store Keepers.</li> <li>(g) Linen Keepers.</li> </ul>
Posts for which security is necessary in the Judicial Ministerial Service	.	.	.	.	.	<ul style="list-style-type: none"> <li>(a) Lower Division Clerks.</li> </ul>

Government of Mysore

No. GAD 1 PSL 58.

Mysore Government Secretariat,  
Vidhana Soudha,

Dated, Bangalore 7th February, 1959.  
18th Magha, 1880.

From

The Chief Secretary to the Government of Mysore

To

The Assistant Commissioner for Linguistic Minorities,  
26, Hamilton Road, Allahabad.

SUBJECT:—*Safeguards for linguistic minorities—collection of information regarding.*

Sir,

With reference to your letter No. F.8/Safe/1/CLM58(871), dated the 30th September, 1958, on the above subject, I am directed to furnish herewith a reply to the Questionnaire in so far as this State is concerned. I am to add that information in respect of some clauses of the Questionnaire is still awaited from some of the Secretariat Departments and a further communication will be sent to you after receipt of a reply from those Departments.

Yours faithfully,

(Sd) P. VENKATRAMAN,  
Under Secretary to Government,  
General Administration Department,  
(Political).

## QUESTIONNAIRE

2

I

## I. GENERAL

1. Name of the State . . . . . Mysore State.
2. Is the State Unilingual or Bilingual? . . . . . Unilingual
3. What are the main spoken languages? . . . . . Kannada is the main language, but there are linguistic minorities speaking Telugu, Urdu, Marathi and Tamil
4. Are there any areas with substantial linguistic minorities population —
- (a) what is the total population of the first four linguistic minorities in the State as a whole as against the total population of the State;
- (b) in what areas (districts, taluks and Municipal towns), these minorities are found,
- (c) what is the total population of such areas and the population of each minority group in each of these areas (districts, taluks and Municipal towns).
5. Has any language given in Schedule 8 of the Constitution been declared as —
- (i) Regional language of the State,
- (ii) Official language for use in any—
- (a) Administrative offices;
- (b) Courts; and
- (c) High Courts.
- Kannada is the regional language of the State.
- It is under consideration of Government that Kannada should be adopted as official language for administration purposes in Tumkur, Chitradurga, Mysore, Mangalore, Bijapur, Dharwar and Raichur, in the Departments detailed herein.—
- Revenue, Excise, Public Instruction, Agriculture, Forest and Co-operation.
- Information already furnished under Government Letter No. GAD 1-PSL-58, dated 5th/6th November, 1958.
- No district has been declared by this Government as Bilingual. Please also see reply to item IV below.

## II. EDUCATION

### 1. Education at Basic Stage

(a) Have arrangements been made in all State District Boards and Municipal Schools and aided Schools for instruction and examination in the Junior Basic stage in the medium of the mother tongue of the child, where it is different from the Regional or State language and if so for what languages?

(b) For how many children in a class or school a teacher is appointed for such language?

(c) Whether only an extra section of the class is opened in such cases or a separate class is opened.

(d) Is education in the mother-tongue of the child imparted only in the language subject or all the subjects of the curricula?

(e) In case the mother-tongue language is taught only as a language subject is the minority language taught as the first language or as second language? Is the State or Regional language also compulsory?

It is the accepted policy of the Government to provide instruction at Junior Primary (Junior Basic) stage through medium of the mother tongue of the pupil. Therefore, there are schools for the Minority groups whose mother tongue is other than the Regional language viz. Kannada of the total number of Primary Schools, nearly 13% are special institutions for linguistic minorities as detailed in the enclosure A

Usually, for a minimum strength of 20 pupils a separate section or a class is opened for minority languages with a teacher, even though the standard teacher pupils ratio is 1 : 40.

In Ex-Mysore and in the merged areas of Bombay Karnatak and Madras Karnatak, a separate school is sanctioned if the above minimum of strength viz. 20 pupils is satisfied whereas in the districts of Hyderabad Karnatak an extra section to a class is opened.

The instruction at the Primary stage in all subjects including the language subject is through the mother-tongue.

Does not arise in view of the reply at (d) above, so far as it relates to the teaching of minority language either under the First Language or Second Language group. The teaching of Regional language for pupils whose mother tongue is other than Kannada (Regional Language) the position is as follows —

1. In ex-Mysore, there is no compulsory teaching of the Regional Language.
2. In the districts of Bombay Karnatak and Hyderabad Karnatak, the teaching of Regional language commences from II<sup>nd</sup> Year of Primary stage. In the revised curriculum for Primary Schools, the compulsory teaching of Regional Language has been suggested from III<sup>rd</sup> year of Primary stage, for all pupils whose mother tongue is not the Regional Language.

(f) How is the switch over from mother-tongue language to Regional or State Language affected in the Secondary Stage?

The switch over from mother-tongue to the Regional Language at the Secondary Stage is not uniform. In the Schools of Mysore, pupils whose mother-tongue is other than Regional Language and who have not studied Kannada (Regional Language) under II<sup>nd</sup> Language group will elect English as the medium of instruction at the Secondary Stage. Such of those pupils who have studied Kannada under the Second Language group will have to elect only Kannada Medium. In Bombay and Hyderabad Karnatak areas pupils who have studied through their mother-tongue or through non-Regional Language are provided with the same medium even at Secondary Stage for instance Urdu, Marathi, Hindi and Telegu (in Bellary District). Those who want Kannada medium may have it as all pupils are to study Kannada from the III<sup>rd</sup> Class onwards. In Madras Karnatak there is no such problem since teaching of Regional Language is compulsory at the Primary Stage.

Information is being collected and will be furnished later.

(g) What are the total number of Schools with Junior Basic Stage in the State, in how many of them separate classes or sections have been opened for imparting instructions in the mother-tongue of the child other than the State or Regional Language etc. etc.

2. *Education at Secondary Stage.*

Information is being collected and will be furnished later.

1. Have any separate schools been opened by Govt. in any area/areas for imparting education in the mother-tongue of the pupils other than the Regional or State language? If so, where and for what languages?

2. Have any private schools been organised and established in any area/areas of the State for the purpose? If so, in what parts of the State (mention only names of the districts and cities) and in what number?

Do.

3. Have they been recognised and is any of them being given grants-in-aid by the Govt. and if so whether any discrimination is made in the amount of such grants between such schools and other ordinary schools with medium of instructions in the Regional or State Language? If so, in what way, i.e., on what grounds and to what extent?

Such sections have been recognised and are paid grants-in-aid and no discrimination is shown in regard to the quantum of grant-in-aid.

There is provision for such instruction in Government Schools in the districts of Bombay and Hyderabad Karnataks.

4. Have any facilities been given in any Govt., Municipal and District Board Schools for imparting education in the mother-tongue of the pupils other than Regional or State language where 1/3rd of the total number of pupils of the school request for such instruction?

5. Is a separate class or only a separate section of the class opened in such cases? Separate section for each Minority Language opened in such cases.

Information is being collected and will be furnished later.

Do.

7. Has any request in any school for imparting education at the secondary stage in the mother-tongue of the pupils other than the State or Regional language been turned down on the ground of "Adequate facilities for such instruction being not available in any particular area?"

8. Has the State accepted the three language formula and has any of the minority languages been included as one of the three languages?

Yes. In the revised syllabus and courses of studies for Higher Secondary Schools the Government of India formula of 3 languages has been proposed. The new curriculum provides for the study of (i) Regional Language or mother-tongue or composite course of mother-tongue and Regional Language or composite course of mother-tongue and classical language or composite course of regional language and classical language, (ii) English and (iii) Hindi.

3. *Affiliation of Schools and Colleges imparting instructions in minority languages.*

1. Are there any educational institutions in the State imparting education through the media of minority languages only? Yes

2. Are these recognised by the University and Boards of Education within the State? Yes, recognised by the Secondary Education Board of the State.

Does not arise in view of the reply at 2 above.

3. Are there any cases in which such institutions have been permitted affiliation to Universities and Boards of Education outside the State? If not, the reasons therefor.

4. In cases where affiliation has been granted the following particulars may be furnished: .....

Information is being collected and will be furnished later.



I

2  
HJ

There are no such cases.

5. If there are cases in which the State has given permission for such affiliation, but the institution itself has not availed it, the number of such cases may be mentioned in the following proforma :—

No.]

6. Have grants-in-aid and other facilities been refused to any school or college imparting instructions in minority language which has affiliated itself to and outside educational institution? If so the names of such institution and reasons for refusal of the grants-in-aid be stated.

Information has to be obtained.

7. Have any grants been applied for and given to educational institutions imparting instructions in minority languages for establishment or expansion of libraries of books in the Minority languages? Number of cases in which such grants have been granted and the total amount given for each minority language may be stated.

Do.

8. In case such requests have been refused names of the institutions which applied for such grants and the amount asked for by each of them may also be stated together with reasons for the refusal of the grant.

#### IV. OFFICIAL LANGUAGE

1. Are there any districts, taluks or Municipal towns where any single minority/ minorities constitute a population of 30% each or more of the total population of the area (give details of such areas and their population)?

2. Have such areas been declared bilingual and if so state the names of the languages for which the areas have been so declared in the following form :—

Name of District, Taluk or Municipal town	Total population	Name of linguistic minorities having a population of 30% or above	Percentage of each minority population as against the total population of the area
---	------------------	---	--

1	2	3	4	5
<i>North Kanara District</i>				
1. Haliyal	36,514	Marathi	18,849	51.6
2. Supa	18,114	Marathi	7,217	39.8
<i>Belgaum District</i>				
1. Belgaum Municipal Borough.	1,01,038	Marathi	53,966	53.4
2. Belgaum taluka (excluding Belgaum Borough Municipal area)	1,79,655	Marathi	85,794	47.8
3. Nipani Municipal Area.	24,325	Marathi	16,202	66.6
4. Chikodi taluk (excluding Nipani area)	2,45,316	Marathi	97,413	39.8
5. Khanapur Taluk	99,790	Marathi	54,175	54.3

No Minority constituting more than 70% of population.

No; but only Shahapur (Belgaum district) has been declared as bilingual by the former Government of Bombay. (Please also see the enclosed note.—Enclosure B).

No orders have been issued regarding restrictions of the right of any citizen in submitting representations in a particular language.

3. Is there any district, taluk or Municipal town in the State, in which the population of any minority constitutes 70% or more of the total population of that area? If so, state the name of the linguistic minority group and whether the language of the Minority group has been declared as the official language of that area instead of the State language.

4. Has any part of the State been declared bilingual for purposes of official language?

5. Whether there are any orders in the State or any part thereof in respect of restricting the right of any citizen of the State or resident of the area in submitting representations for the redress of any grievance in any language used in the Union or the State, other than the language declared as State or Regional Language?

6. Is there any rule of Government direction or any restriction in getting a document registered which is not in the State or Regional language of the State ?

7. Are there any districts, taluks or Municipal towns in the State where any single linguistic minority or minorities constitute a population of 15 to 20 percent of the total population of the area ? If so, whether all important Government notices and rules intended for use in the area are published in the language of such minorities ?

Information already furnished under Government letter dated 5th/6th November 1958. As regards publication of important notifications and rules in the language of the minority, this Government agree to make arrangements to publish important Government notices and rules in the minority languages wherever the minority constitutes 15 to 20% of the administrative unit, like Taluk or District.

#### VI. SERVICES—STATE SERVICES

1. Give names of State Service cadres for which competitive examinations are held for recruitment.

The rules of recruitment of the several services are still being framed. Of the rules so far issued, competitive examinations have been prescribed for recruitment to Mysore Administrative Services (class I and class II) and the Mysore Ministerial Services and the Mysore Munsiffs Services.

2. What is the language media for the examination for such competitive examinations ?

English.

3. Is any of the minority language of the people constituting about 15 to 20 percent or more of the population recognised as media for such examination in addition to English, Hindi and State Language ?

There is no minority language of the people constituting 15% or more of the population of the State. Hence the question of recognising such a language as media for such examination does not arise.

4. Is proficiency in the State or Regional language of the State a pre-requisite for recruitment to State Services or the candidate is allowed to acquire such proficiency after selection but before the end of the probationary period and whether any extension is also granted to such probation period to help the candidate to acquire such proficiency ?

Proficiency in the State or Regional language is not a prerequisite for recruitment to State services as the candidate is required to pass the Kannada language test within 2 years from the date of appointment. The rules provide for extension, at the discretion of the competent authority, of the period or probation in case the candidate does not complete the departmental test within the prescribed period.

5. Is there any subordinate services cadre in the State which is treated as cadre for a district or districts ?

This is still under consideration.

- 6 Has any minority language recognised as official language in district been declared medium of examination for such cadre of subordinate service? If so, name the service cadre, the districts for which it has been declared as district cadre and the language permitted as medium of examination
7. If the State or Regional language paper is compulsory are the marks secured in such paper taken into account for the purposes of competition or is it merely a qualifying test?

#### VII. DOMICILE RULES

1. Are there any rules still in force in the State or any part of the State which impose domicile restrictions with reference to residence in the State for the purposes of—

(a) Recruitment to any branch or cadre of State or subordinate service of the State	No
(b) Freedom of trade, commerce and intercourse.	No.
(c) Right of equality of opportunities and private enterprise, right in respect of obtaining Government contracts, grant of scholarships, admission to schools, colleges and technical institutions, etc.	No No No
(d) Have any reservations been made by the State in any of their services for recruitment of candidates from outside the State or from Linguistic minorities.	No.

#### VIII. MISCELLANEOUS

Representations have been received by this office and Government of India from some of linguistic minorities asking for grant of reservation in State and subordinate services, reservation of seats in State Legislatures and reservation of certain seats in technical and other higher education institutions. Views/comments of the State Government with regard to these demands may kindly be also communicated. Suggestors have also been made that each State should appoint a wholetime Minority Officer who should be entrusted with the duties of looking after the interests of the linguistic minorities of the State, receive representations from them with regard to safeguards granted under the Constitution of India, concerning different departments of the State and take such action as may be necessary from time to time. Comments/views of the State Government with regard to this suggestion may kindly be also communicated.

As there is no District in this State, in which 70% or more of the total population speak a minority language, the question of recognising a minority language as the official language in that district and conducting recruitment examinations with language as the medium, does not arise

Kannada is not a compulsory language in the recruitment examinations so far prescribed.

Comments of the State Government in this connection will be furnished later.

# ENCLOSURE A

Total number of Primary Schools (including Basic and Senior Primary Schools)	.	.	.	.	.	.	.	.	.	22,803
Number of Denominational Schools	.	.	.	.	.	.	.	.	.	2,808
Percentage of Minority Language Schools to the total	.	.	.	.	.	.	.	.	.	12% (Approximately)

Language										Primary Schools	Middle Schools
1 Urdu	.	.	.	.	.	.	.	.	.	1,892	77
2. Tamil	.	.	.	.	.	.	.	.	.	77	17
3 Telugu	.	.	.	.	.	.	.	.	.	78	
4. Marathi	.	.	.	.	.	.	.	.	.	648	
5 Hindi	.	.	.	.	.	.	.	.	.	4	2
6. English	.	.	.	.	.	.	.	.	.	3	4
7. Gujarati	.	.	.	.	.	.	.	.	.	3	.
8. Sindhi	.	.	.	.	.	.	.	.	.	3	.
TOTAL										2,708	100

## ENCLOSURE B

Of the total population of Mysore State, the Kannada speaking group constitutes 62.2 per cent. The Telugu speaking minority constitutes 11.3 per cent and the Tamil speaking group constitutes about 3.5 per cent. The Urdu speaking population is about 8.67 per cent in the State and the Marathi speaking minority constitutes about 6 per cent of the total population of the State. In some areas the linguistic minorities constitute a population of 30% or more of the total population of the areas, as shown below —

Area	Total population of the area	Name of the predominant linguistic minority (its population)	Percentage of the linguistic minority to the total population of the area
1 Bangalore Corporation Area	7,78,977 (1951 Census)	Tamil (2,46,881)	31.69
2 Kolar Gold Fields City	1,59,084 (1951 Census)	Tamil (97,304)	61.16
3 Kolar District	9,70,791 (1951 Census)	Telugu (5,79,460)	59.69

The Census Commissioner in Mysore is being requested to supply detailed information required by item 1 under IV—Official language

The former Government of Bombay in their Resolution, P and S.D. No. 2026/46, dated 1st April 1950 had ordered that both Kannada and Marathi should be recognised as the official regional languages of the Taluks of Karwar and Halyal and Supa Petha in North Kanara District. There are however, no specific orders to the effect declaring that Marathi should be used as official language in administrative offices and Courts in the said Taluks and Petha. Kannada however continues to be the official language so far as maintenance of the official records in Government offices in these areas is concerned and the effect of orders of Government dated 1st April 1950 referred to above was to provide facilities to persons who know Marathi and are not familiar with Kannada to carry on their correspondence with Government offices in Marathi and their replies in Marathi.

Similarly the former Government of Bombay in their Resolution P. and S.D. No. 2026/46, dated 17th May 1950 had recognised Marathi and Kannada as Official languages for the Shahapur Taluk. But the area of the Taluka has been included now in the present Talukas of Belgaum and Chandgad. The latter is in the Bombay State.

The Government of Bombay under their Home Department Notification No. 2433/2, dated 21st September 1927 had declared Marathi and Kannada as the languages of the Civil Courts at Belgaum and Chikodi. Khanapur Taluk is within the territorial jurisdiction of the Civil Judge, Junkor Division, Belgaum, and the language of that Court is both Kannada and Marathi.

The former Government of Hyderabad had issued orders declaring a language (Urdu) (Other than Kannada and English) as Official language for use in administrative offices and the Courts in Bidar district in all talukas. However, no areas seem to have been declared as bilingual in the said district.

No ODO 1158 98210-H,  
Education Department,  
Old Secretariat, Bombay, 19th November 1958  
28th Kartika 1880

From

The Joint Secretary to the Government of Bombay.  
Education Department

To

The Commissioner for Linguistic Minorities,  
26, Hamilton Road, Allahabad

SUBJECT —*Safeguards for Linguistic Minorities—Collection of information*  
Sir,

Reference your letter No F8/Safe/1/CLM/58(866), dated the 30th September 1958 on the subject mentioned above, addressed to the Chief Secretary to the Government of Bombay

2 A copy of the following letters together with accompaniments is forwarded which gives the requisite information asked for in the letter cited —

- 1 Letter No 445-E, dated the 12th November 1958 from the Director of Education, Bombay State, Poona, with accompaniments
- 2 Letter No 445-E(Misc), dated the 12th November 1958 from the Director of Education Bombay State, Poona, with accompaniments
3. Letter No GRC. 1058 C28652, dated the 13th November 1958 from the Director of Technical Education, Bombay

Yours faithfully

Sd/- MOHD ABDULLA,

Joint Secretary to the Government of Bombay,  
Education Department

Poona, 12th November, 1958

From

Kumari S. Panandikar, M.A., M.Litt. (Cantab), T.D. (London),  
Director of Education, B.S., Poona—1

To

The Secretary to Government,  
Education Department, Bombay.

**SUBJECT:—Points for discussion with the Commissioner, Linguistic Minorities**

Reference Government Education Department Telephone message dated 8th November, 1958, on the subject mentioned above. The information required is as under:

**Point (1):—**A list of Primary Schools for languages other than Marathi and Gujarati is not available. However, a statement showing the number of schools as it stood on 31st March, 1957, having different languages other than Marathi and Gujarati as the medium of instruction so far as old Bombay area is concerned is attached (*vide* statement 'A')

**Point (2):—**A list of Primary Schools for languages other than Marathi and Gujarati in areas of the former State of Saurashtra, Kutch, Madhya Pradesh Hyderabad now in Bombay State is not available. However, a statement showing the number of schools as it stood on 31st March, 1957, having different languages other than Marathi and Gujarati as the medium of instruction in all the areas mentioned above is enclosed (*vide* statement 'B')

**Point (3):—**A list of Government Secondary Schools is attached in the Statement 'C'

**Point (4):—**Presumably, the correct number of the Government letter quoted in the telephonic message SLM-1056/4156-D of 31st October, 1957, and not SSN-1056/4156/D of 31st October 1957. A perusal of that letter shows that the formula referred to is the formula of language pattern. Final decision on this formula has not yet been taken.

**Point (5):—**It is true that schools which teach through a language which is not accepted by the S.S.C. Examination Board as a medium of Examination have been allowed to prepare their pupils for S.S.C. or similar Examinations outside the State. Such schools have also been allowed to teach through English medium in Std. VIII to XI as a special case and if they do so they can send up their pupils for the S.S.C. Examination. So far none of the schools have complained of any difficulties and it appears that the change over to the English medium at Std. VIII is found to be convenient. Some of the Marathi and Gujarati medium schools have claimed similar concession of changing their medium at Std. VIII. If, however, the schools desire to teach through their own language only throughout Stds. V—XI, then they will have to send up pupils for examinations outside the State. In such a case, there should be difficulties about inspection, syllabus and Text Books. Inspection in such a case would be nominal as the Educational Inspectors and Inspecting Officers would not be knowing the medium used by the school (even today this might be so with regard to Stds. V—VII). The schools will have to be allowed to follow the syllabus and Text Books prescribed by an outside State for the examination which the pupils might be sent up and arrangements for inspection may have to be made in co-operation with the other State Governments. So far such a contingency has not arisen.

**Point (6):—**The Schools run by Linguistic Minorities are paid grants at the same rates as in the case of other schools and no discrimination is made in respect of grants or in any other respect.



2. The replies to the Questionnaire received with Government letter, Education Department, No ODO-1158-88782-H of 1st November 1958, are sent separately with the special messenger as desired.

3 I may point out that the telephone message was actually received in this office on 8th November, 1958, at 3 p.m when practically all the staff had left, that day being Saturday and the Superintendents of the different Branches etc had, therefore, to be sent for on the following days which were Diwali holidays, to collect the information

Sd/-

Director of Education

# STATEMENT 'A'

Primary schools by Languages (Other than Gujarati and Marathi and by districts in the 24 districts of the old Bombay, as on 31st March, 1957).

(1) Details of 157 schools shown under 'Others' —

Name of the District	Kannada	Urdu	Hindi	Sindhi	Others
Greater Bombay	33	139	73	24	157*
Thana	1	58	3	23	11
Ahmednagar	.	54	2	1	2
Khandesh	.	34	1	3	.
East Khandesh	.	105	2	6	1
Nasik	.	41	3	5	.
Poona	2	44	19	9	27**
North Satara	.	7	.	.	.
Sholapur	63	58	1	1	4†
Kolaba	.	114	.	.	.
Ratnagiri	.	158	.	.	.
South Satara	37	16	.	.	.
Kolhapur	11	19	.	2	.
Dangs	.	.	.	.	.
Banaskantha	.	.	.	2	.
Sabarkantha	.	6	.	.	.
Mehsana	.	1	.	2	.
Amreli	.	.	.	.	.
Baroda	.	.	2	6	.
Ahmedabad	.	53	14	17	6
Kaira	.	12	.	.	.
Panchmahals	.	10	1	3	1
Broach	.	6	.	1	.
Surat	.	18	.	4	.

\* Details of 157 schools shown under 'Others'—

English: 115, Tamil . 25, Telugu: 10, Malayalam . 4, Iranian. 2 and Bengali . 1.

\*\* Details of 27 schools shown under 'Others' :—

Tamil: 3, Telugu. 4 and English. 20

† Details of 4 schools shown under 'Others' .—

3 Telugu and 1 English.

# STATEMENT 'B'

Primary schools by Languages (other than Gujarati and Marathi) and by districts in the new components of the State (as on 31st March, 1957).

Name of the District	Kannada	Urdu	Hindi	Sindhi	Others
VIDARBHA					
Chanda	..	4	8		51 (Telugu)
Bhandara	..	2	59		1 (Bengali)
Nagpur		17	50		6 (*)
Akola		65	9		
Buldhana		65	6		
Votmal		21	10		13
Wardha		10	11		..
Amraoti		78	68		..
MARATHWADA					
Aurangabad		9	..	..	2 (Telugu & English)
Parbhani		..	..	..	
Nanded		8			
Bhir		3			
Osmanabad		1			
SAURASHTRA					
Halar			1	1	
M Saurashtra			1	7	
Zalawad			1		
Gohilwad			14		4
Sorath			17	17	1
Kutch			2	3	
TOTAL		283	225	32	73

(\*) Details of 6 schools shown under "Others"—  
Bengali: 3, English 2 and Telugu: 1.

# STATEMENT 'C'

A list of Schools maintained by Government where the medium of instruction is other than Marathi and Gujarati as on 31st March 1957.

Sl No	Name of the School & Place	Medium of instruction
-------	----------------------------	-----------------------

## VIDARBHA REGION

1.	Govt. Multipurpose H. S., Nagpur	Marathi/Hindi
2.	Govt. Seth M. Rathu Hindi Bhashi Sangh H S , Nagpur	Hindi
3.	Govt. I. E. Middle School, Kamptee	Hindi
4.	Govt. Girls H S , Nagpur	Hindi/Urdu
5.	Govt. Multipurpose H S., Akola	Urdu
6.	Govt. Indian English Middle School, Akola	Urdu
7.	Govt. I. E. Middle School, Akot	Urdu
8.	Govt. I E.M. School, Balapur	Urdu
9.	Govt. I E. Middle School, Malkapur	Urdu
10.	Govt. Multipurpose H S., Amraoti	Urdu
11.	Govt. High School, Amraoti	Urdu
12.	Govt. Girls' Urdu I. E Middle School, Amraoti	Urdu
13.	Govt. I. E Middle School, Achalpur	Urdu
14.	Govt. Multipurpose H. S., Yeotmal	Marathi/Urdu
15.	Govt. I E. Middle School, Darwaha	Urdu

## MARATHWADA REGION

1.	Multipurpose H. School, Aurangabad	Marathi/Urdu
2.	Govt. High School, Chelipura, Aurangabad	Do
3.	Model Middle School, Anguri Bagh, Aurangabad	Marathi/Hindustani
4.	Govt. Middle School, Aurangabad	Do.
5.	Govt. Middle-cum-H.S., Shefipur	Marathi/Urdu
6.	Govt. Multipurpose H. S , Jalna	Do.
7.	Govt. Girls' H. S., Aurangabad	Do.
8.	Govt. Girls' Middle School, Aurangabad	Marathi/Hindustani
9.	Govt. Multipurpose H. S , Bhur	Marathi/Hindustani
10.	Govt. High School, Mominabad	Marathi/Urdu
11.	Govt. Girls' High School, Bhur	Do
12.	Govt. Multipurpose H. S., Parbhani	Do
13.	Govt. High School, Hingoli	Do
14.	Govt. Girls' H. School, Parbhani	Do
15.	Govt. Multipurpose H S., Nanded	Do
16.	Govt. Middle School, Itwara	Do.
17.	Govt. Middle School, Mudkhed	Do.
18.	Govt. Primary School, Barad	Do.
19.	Govt. High School, Degloor	Do.
20.	Govt. Multipurpose H. S , Osmanabad	Do
21.	Govt. High School, Latur	Do.
22.	Govt. Primary School, Aurad Shahajani	Marathi/Kannada
23.	Govt. High School, Udgar	Marathi/Urdu
24.	Govt. Girls' Middle School, Osmanabad	Do

No 445-E(Misc)  
Poona-1, 12-11-1958

From

Kumari S Panandikar,  
MA, MLitt (Cantab), TD (Lond),  
Director of Education,  
Bombay State, Poona-1

To

The Secretary to Government,  
Education Department, Bombay

SUBJECT —*Safeguards to Linguistic Minorities—Collection of information—  
regarding*

Sir,

With reference to Government letter, Education Department, No ODO-1158-88782-H of 1st November, 1958, received in this office on 5th November, 1958, forwarding a copy of Government endorsement, Political and Services Department, No OFL-1058/73793-B, dated 18th October, 1958, together with a copy of the letter No F 8/Safe/1/CLM/58(866), dated the 30th September, 1958, (together with copies of its enclosure) from the Commissioner of Linguistic Minorities, Allahabad, I have the honour to say that this office is concerned mainly with Section II—Education, at basic stage, at secondary stage, affiliation of schools and colleges imparting instruction in minority languages, and Section III—Schools and Educational institutes established and run by the Linguistic Minorities. Information on the points as is readily available in this office is being submitted herewith. As regards Section I—General, Section IV—Official Languages, Section VI—State Services, Section VII—Domicile Rules and Section VIII—Miscellaneous, information on the points of the questionnaire will, I presume, be available from the Bureau of Economics and Statistics, Government of Bombay or from the Political and Services Department. Information on Section V—Admission to Medical, Engineering and Technical Classes will be available from the Director of Technical Education and the Health Departments.

Yours faithfully,  
(Sd) S. PANANDIKAR,  
Director of Education.

# REPLIES TO SECTIONS II AND III OF THE QUESTIONNAIRE

## II EDUCATION

### 1. Education at Basic Stage:

(a) According to our Primary Education set up, we start through the agency of the District or Municipal School Boards, Schools teaching through the media other than the officially recognised regional languages, as soon as parents of 40 children apply to the School Boards that they desire their children to be educated through such non-regional language media. We have schools teaching all the subjects of the curriculum in such non-regional languages as Urdu, Sindhi, Hindi, Kannada and Tamil. There are only two regional languages, viz, Gujarati and Marathi, but Marathi schools in Gujarat and Gujarati schools in Maharashtra are opened wherever demand is made under BPE Rule No 32. Examination in Stds IV, V, VI and VII is held by School Boards in the medium of the school, viz, Urdu, Sindhi, Hindi, Tamil, etc.

(b) The class or better an independent school is started as soon as 40 children are available for every 40 children or more or part of this number, we appoint an additional teacher.

(c) We run independent schools. In Marathwada we run parallel classes, not sections of classes.

(d) As stated above, in all the subjects.

(e) The medium in the minority language school is the minority language, which is taught also as the mother tongue. Regional Language is compulsory in Std III to Std VII in such schools.

(f) At the secondary stage, as a rule there is no switch-over from the mother-tongue to the regional language as the medium of instruction.

(g) The total number of primary schools with junior basic stage Stds I to IV in the State and the number of pupils in them as on 31st March 1957, was 32,888 and 22,21,601 respectively.

(The number of primary schools with Standards above Std IV and the number of pupils in them was 12,665 and 28,66,232, respectively. The number of primary schools with Stds I to VII was 7,369 with 21,93,061 pupils.)

### 2 Education at Secondary Stage :

1 Yes, for details vide list 'A' attached.

2 Yes, in all parts of the State. Information regarding the No and its district-wise break up is not readily available.

3 Yes, they are both recognised and aided. No discrimination in respect of grants or in any other respect.

4 and 5 So far as non-Government Secondary Schools are concerned, it is up to the management to open additional classes teaching through a language other than the regional language. They open such classes, if there is an effective demand and the number of pupils is sufficient. In this State, Municipal and District School Boards are not, as a rule, concerned with Secondary Education.

6 The information is not available.

7 This office is not aware of such cases.

8 A final decision on the language pattern is yet to be taken. The mother tongue and the Regional Language, if the Mother Tongue is not a Regional Language of the State, are taught besides Hindi and English.

### 3. Affiliations of Schools and Colleges imparting instruction in minority languages:

1. Yes, in the lower classes of secondary schools only the medium being changed to English from Std VIII onwards

2 Yes

3 It is permissible but no institution has so far sought such recognition as the pupils in them can appear for the S.S.C. Examination with English as the medium of Examination As regards primary education; yes, if it fulfills the requirements

4 Does not arise

5 Does not arise

6 Such a case has not arisen

7 A proportion of the usual equipment grant is spent on equipping the library of the schools

8 Does not arise

### III SCHOOLS AND EDUCATIONAL INSTITUTES ESTABLISHED AND RUN BY THE MINORITIES

1 Yes, but the detailed information is not available

2. No discrimination is made between schools run with a language of the minorities as the medium or a regional language as the medium Grants and loans for building etc are given according to the needs and requirements of the schools on the necessary conditions being fulfilled

### VIII. MISCELLANEOUS

There have been no demands for reservation of seats in technical and other higher education institutions from linguistic minorities and it would not be desirable to reserve any seats for this purpose Students of linguistic minorities take their chance along with other students and no discrimination of any kind is made against them

No GRC-1058-C-28652

Bombay, 12-11-1958

22, Kartika, 1880

From

The Director of Tech Education,  
Bombay

To

The Secretary to Government,  
Education Department,  
Bombay

SUBJECT:—*Safeguards for linguistic minorities—Collection of information—  
regarding*

Sir,

I have the honour to refer to Government letter in Education Department No ODO-1158-88782-K, dated 1st November 1958 in connection with the above subject and to forward herewith draft replies (in duplicate) to the Questionnaire in so far as it pertains to this Department

Yours faithfully,

(Sd) T. N. TOLANI,

Director of Technical Education



V. ADMISSION TO MEDICAL, ENGINEERING AND TECHNICAL CLASSES

*Item No*

*Draft Reply.*

- |    |  |
|----|--|
| 1. | English.   |
| 2  | No.  |
| 3  | No reservation is made for the linguistic minority students. |
| 4  | No.  |

No OFL 1059/11899-B,  
Political and Services Department,  
Sachivalaya,  
Bombay, Vaisakha 15, 1881,  
5 May, 1959

From

Shri L S Piplapure  
Assistant Secretary to the Government of Bombay,  
Political and Services Department

To

The Assistant Commissioner for  
Linguistic Minorities, 26, Hamilton Road  
Allahabad

SUBJECT —*Safeguards for linguistic minorities—Collection of information—  
regarding*

Sir,

With reference to your letter No F 8/Safe/1/CLM/58(866), dated the 30th September 1958, on the subject noted above, I am directed to state that information for item Nos 1 to 4(a), (b) and (c) of part I General of the Questionnaire has been supplied with this Department's letter No OFL-1058/78501-B, dated the 4th December 1958. As regards parts II, III, V and VIII of the questionnaire information has been supplied by the Education Department under this letter No ODO-1159/98210-H, dated the 19th November, 1958.

Information regarding remaining items is supplied herewith. Information on items No 5 and 7 of Part VI and 1(c) of Part VII will be supplied later.

Yours faithfully,

Sd/-

Assistant Secretary to the Government of Bombay,  
Political and Services Department

## QUESTIONNAIRE

### IV. OFFICIAL LANGUAGE

*Item No 1*—There are no districts in this State where Minorities constitute a population of 20 per cent each or more of the total population of the area but there are some Talukas where minorities constitute a population of 30 per cent or more of the total area

*Item No 2*—Necessary action is being taken to declare such talukas as bilingual Necessary information in respect of these talukas is supplied in the following form:—

Name of the taluka	Total population	Name of the Linguistic Minority/ Minorities having total population of 30% or above	Percentage of each minority population as against the total population of the area	
1	2	3	4	5
Kinwat Taluka	73118	Telugu	26278	35.94
Rajura Taluka	75357	Telugu	37059	49.18
Sironcha Taluka	93726	Telugu	48003	51.21
South Sholapur	93503	Kannada	52866	56.54
Akalkot	149647	Kannada	71305	47.65
Chandgad	80513	Kannada	25628	31.83

*Item No 3*—There is no minority community constituting 70% or more of the total population either in Districts or Talukas.

*Item No. 4*—Official language of the State is still English But instructions have been issued to conduct official and subordinate offices in regional languages In view of the fact that no linguistic minority constitutes 70% or more of the total population at the District, there is no necessity about declaring any area bilingual as per the directions of the Government of India

*Item No. 5*—There are no orders issued by the Government instructing any citizen in making representations for redress of any grievance in any language used in the Union or the State

*Item No. 6*—Section 19 of the Indian Registration Act 1908 provides that if any document presented for registration be in a language which the registering officer does not understand and which is not commonly used in the district, he shall refuse to register the document unless it be accompanied by a true translation into the language commonly used in the district.

*Item No 7*—There are some talukas in the State where minorities constitute 15 to 20% of the total population and the question of declaring such Talukas as bilingual for the purpose of publishing important orders in the languages is under consideration

## VI. SERVICE—STATE SERVICES

- (i) Bombay Service of Engineers Class I and II.
- (ii) Mamlatdars and Districts Inspectors of Land Records
- (iii) Sub-Inspectors of Police
- (iv) Bombay Forest Service Class II.
- (v) Range Forest Officers (non-gazetted)
- (vi) Compositors in Government Presses
- (vii) Subordinate Secretariat Service and Ministerial posts in Government Offices in Greater Bombay

2. It is English except in the case of No (VI) above wherein it is English and/or one of the regional languages

3. Out of the entire population of this State, according to 1951 Census percentage of Marathi speaking people is 49.3 per cent and that of Gujarati speaking is 33.1 per cent, and this will constitute 82.4 per cent of the entire population. All other languages will be covered by the remaining percentage of 17.6. Hence the question of recognising other languages for this purpose does not arise.

4. Proficiency in the Regional languages of the State is not a pre-requisite for recruitment to all the State Services though knowledge of regional languages of the State has been prescribed as an essential qualification for recruitment to a few posts. In the latter category, generally such of the candidates as know the prescribed regional language are selected for appointment.

5. Information is being collected.

6. At District Level, no language other than Marathi and Gujarati are recognisable and hence this does not arise.

7. Information is being collected.

## VII DOMICILE RULES

(a) According to Article 16 of the Constitution, there is no ban in respect of residence for purposes of recruitment. All citizens have equal opportunity in matters relating to employment or appointment to any office under the State. However, it is seen that in the Marathwada area of the Bombay State, the requirement of residence was prescribed by the former Hyderabad State. In the rest of the area of the State there is no such restriction. The question of abolishing the restriction regarding residence in the Marathwada area is separately under consideration and issue of final orders have been pending finalisation of the legislation under Art 16(3) of the Constitution by the Government of India.

(b) No.

(c) Information is being collected.

(d) No.

## VIII MISCELLANEOUS

So far as the question of reservation for linguistic minorities in service matters is concerned, there is not such reservation as no such reservation can be made under Constitution except in case of class of people who are prescribed as backward or scheduled under the Constitution.

No. ODO 1158/32934-H,  
Education Department,  
Old Secretariat, Bombay, 6th May, 1959,  
16 Vaisakha, 1881.

From

The Joint Secretary to the Government of Bombay,  
Education Department

To

The Commissioner for Linguistic Minorities,  
26, Hamilton Road Allahabad

SUBJECT —*Safeguards for linguistic minorities—Collection of information*

Sir,

In continuation of Government letter, Education Department, No ODO 1158/98210-H, dated the 19th November 1958 on the subject mentioned above, I am to forward herewith copies of the statements showing the replies received from the Principals of the various Medical Colleges

Yours faithfully,  
(Sd.) MOHD ABDULLA,

Joint Secretary to the Government of  
Bombay, Education Department

What is the language in which teaching is imparted in these classes	Is a proficiency in the State or Regional language test held before admission	What is the proportion of the student belonging to the linguistic minority group who applied and who were admitted	Is there any truth in the complaint that linguistic minorities are discriminated against
1. Baroda . . . .	English	No data available	No.
2. Nagpur . . . .	Do.	Do	No.
3. Poona . . . .	Do	Question does not arise as the admissions to this College are made on merits.	No
4. Jamnagar . . . .	Do.	Do	No.
5. Aurangabad . . . .	Do.		No.
6. Ahmedabad . . . .	Do		No.
7. Bombay . . . .	Do	Cannot be stated as the admissions are strictly given on merits.	No.

**SUBJECT :—Safeguards for Linguistic Minorities—information regarding**

Question	Information in respect of Seth G.S.M. College	Information in respect of Topiwala National Medical College																																																						
V. Admission to Medical Engineering and Technical Classes.	Teaching is imparted in English*																																																							
(1) What is the language in which teaching is imparted in these classes?	English.																																																							
(2) Is proficiency in the State or Regional language test held before admission?	No.	No language test is held before admission.																																																						
(3) What is the proportion of the students belonging to the linguistic minority group who applied and who were admitted.	<p>761 applications were received out of which 84 were admitted this year as stated below language groups :—</p> <table> <tr><td>Marathi</td><td>.</td><td>22</td></tr> <tr><td>Gujarati</td><td>.</td><td>40</td></tr> <tr><td>English</td><td>.</td><td>3</td></tr> <tr><td>Hindi</td><td>.</td><td>2</td></tr> <tr><td>Kannada</td><td>.</td><td>3</td></tr> <tr><td>Tamil</td><td>.</td><td>3</td></tr> <tr><td>Sindhi</td><td>.</td><td>9</td></tr> <tr><td>Others</td><td>.</td><td>2</td></tr> <tr><td><b>TOTAL</b></td><td>.</td><td><b>84</b></td></tr> </table>	Marathi	.	22	Gujarati	.	40	English	.	3	Hindi	.	2	Kannada	.	3	Tamil	.	3	Sindhi	.	9	Others	.	2	<b>TOTAL</b>	.	<b>84</b>	<p>Admission in June 1958—62 candidates belong to different groups as follows :—</p> <table> <tr><td>Marathi</td><td>.</td><td>7</td></tr> <tr><td>Gujarati</td><td>.</td><td>37</td></tr> <tr><td>Urdu</td><td>.</td><td>2</td></tr> <tr><td>Hindi</td><td>.</td><td>3</td></tr> <tr><td>Kannada</td><td>.</td><td>2</td></tr> <tr><td>Tamil</td><td>.</td><td>4</td></tr> <tr><td>Sindhi</td><td>.</td><td>6</td></tr> <tr><td>Malayalam</td><td>.</td><td>1</td></tr> <tr><td><b>TOTAL</b></td><td>.</td><td><b>62</b></td></tr> </table>	Marathi	.	7	Gujarati	.	37	Urdu	.	2	Hindi	.	3	Kannada	.	2	Tamil	.	4	Sindhi	.	6	Malayalam	.	1	<b>TOTAL</b>	.	<b>62</b>
Marathi	.	22																																																						
Gujarati	.	40																																																						
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Malayalam	.	1																																																						
<b>TOTAL</b>	.	<b>62</b>																																																						

(4) Is there any truth in the complaint that linguistic minorities are discriminated against.

There is no truth in the complaint. Admissions are not granted on the basis of linguistic groups. They are granted on the basis of merit as shown by marks obtained in the Inter Science Examination.

Candidates are admitted purely on merits at the Inter Science Examination. There is no discrimination amongst linguistic groups.

**Express Delivery**

**No. E 7-337/57.**

**Himachal Pradesh Administration,  
Education Department  
Simla-4, 19th November, 1959.**

**From**

**Shri K L Sethi,  
Director of Education,  
Himachal Pradesh.**

**To**

**The Assistant Commissioner  
for Linguistic Minorities,  
26, Hamilton Road, Allahabad**

**SUBJECT:—*Safeguards to Linguistic Minorities—Collection of information—  
regarding***

**Sir,**

I am directed to refer to your letter No F.8/Safe/1/CLM/58(867), dated the 30th September, 1958 and to enclose answers to the Questionnaire *seriatim* sent therewith

**Yours faithfully,**

**(Sd.) K L. SETHI,**

**Director of Education,  
Himachal Pradesh**



## ANSWERS TO THE QUESTIONNAIRE SERIATIM

### 1 General

1. Himachal Pradesh Administration.

2 Unilingual

3 Himachal Pradesh is predominantly a Hindi speaking area Hindi is the mother-tongue of almost all the sections of people There are, however, different dialects spoken in different areas, but these dialects do not have the status of languages

4 No

- (a) Does not arise
- (b) Does not arise
- (c) Does not arise

5 (1) Hindi

(11) (a) English and Hindi, (b) English and Hindi, (c) for the Judicial Commissioner's Court—English

6. No.

## II EDUCATION

### 1 Education at Basic Stage

(a) In Himachal Pradesh Hindi is the mother tongue and the Regional language as well The question of instruction and examination in Junior basic stage, in the medium of the mother-tongue of the students does not, therefore arise

(b) Does not arise in view of the position mentioned against (a) above

(c) Does not arise in view of the position mentioned against (a) above

(d) Does not arise in view of the position mentioned against (a) above

(e) As stated above Hindi is the Regional language as also the mother-tongue of the people of this Pradesh and as such the people belonging to the minority language group, whose number is quite insignificant, also speak and learn the same However, Urdu is taught in one of the High Schools at Chamba and Punjabi in the High School, Poanta (Sirmur District) as a second language to the students, desiring to learn it

(f) Does not arise in view of (a) above.

(g) There are 1,100 Primary stage schools in Himachal Pradesh. Of these 473 are Junior Basic type There is no need of starting any separate classes or sections in them for the mother-tongue and regional language of the people are one and the same The information on the remaining points, as per *proforma* appended to this question may, therefore, be considered as nil

### 2 Education at Secondary Stage

1. No.

2 No

3. Does not arise

4 Does not arise

5 Does not arise

6 Does not arise.

7. No such request was ever received or turned down

8 There is no minority language in this Pradesh. The recommendations of the Central Advisory Board of Education on the subject of languages are under consideration of this Administration. A decision will be taken in consultation with the Himachal Pradesh Territorial Council.

### 3 Affiliations of schools and colleges imparting instructions in minority languages

- 1 No.
- 2 Does not arise
- 3 Does not arise
- 4 (a) to (d) Does not arise
- 5 Does not arise
6. No such school or college exists in this Pradesh and as such the question does not arise
7. No.
- 8 Does not arise

### III SCHOOLS AND EDUCATIONAL INSTITUTIONS ESTABLISHED AND RUN BY THE LANGUAGE MINORITIES

- 1 No
- 2 Does not arise

### IV OFFICIAL LANGUAGE

- 1 No
2. Does not arise
- 3 No
- 4 No
5. No
- 6 No
7. No Latter part of the question does not arise

### V. ADMISSION TO MEDICAL, ENGINEERING AND TECHNICAL CLASSES

1. English and Hindi
- 2 No.
- 3 As there are no linguistic minorities in Himachal Pradesh, question does not arise
- 4 Does not arise

### VI SERVICES—STATE SERVICES

#### Item Nos 1 to 7.

There are no State Service cadres for which competitive examinations are held. There being no problem of minority language in Himachal Pradesh, no such language has been declared as an Official language or for that purpose the medium of examination for subordinate services. The National language, viz., Hindi is the Regional language and English is the official language in the Union Territory of Himachal Pradesh.

The specific answers to the questions under the heading are given below *seriatim*:—

1. None.
- 2 Does not arise
- 3 Does not arise
- 4 Does not arise
- 5 No.
6. Does not arise
- 7 Does not arise.

## VII DOMICILE RULES

1. (a) Yes Under the Public Employment (Requirement as to Residence) Act, 1957 (44 of 1957) and the rules made thereunder, the Central Government have imposed domicile restrictions with reference to residence for the purpose of recruitment to any post (whether included in the cadre of a Service or not) under the control of Himachal Pradesh Administration which carries a scale of pay, the minimum of which does not exceed three hundred rupees per mensem or a fixed pay not exceeding that amount and the appointment to which is not notified in the Official Gazette

No person is eligible for appointment to such posts under the control of the Administration or to posts under a local authority (other than a Cantonment Board) unless (i) either such person, or the father of such person has been continuously residing in this Territory for a period of not less than three years immediately preceding the last date fixed for making applications for appointment to such posts, or (ii) the father of such person, if dead, continuously resided in this Territory for a period of not less than three years immediately preceding his death and such person has after the death of his father continued to reside within this Territory upto the last date fixed for making applications for appointment to such posts.

(b) The freedom of trade, commerce and inter-course guaranteed by the Constitution to Indian citizens has not ever been flouted by any authority in Himachal Pradesh. There are no rules in force in this connection in this Territory.

(c) There are no hard and fast rules in these matters. However, scholarships/stipends are normally awarded to Himachali students studying in the schools and colleges within and outside Himachal Pradesh. As regards the admission to schools, colleges and technical institutions etc. there are no restrictions in this behalf, but preference is given to *bona fide* Himachalis.

(d) There are no linguistic minorities in Himachal Pradesh and as such the question of reservation for them for appointment to various services under the Administration does not arise. Nor has any reservation for recruitment of candidates from outside Himachal Pradesh been made.

## VIII MISCELLANEOUS

There being no linguistic minorities in Himachal Pradesh, the Administration has no comments to offer on these matters.

No. F.9/40/57-GAD

Delhi Administration, Delhi.

*Dated the 9th July, 1959/18 Asadh, 1881.*

From

Shri C. L. Anand, P.C.S.,  
Under Secretary (Appointments),  
Delhi Administration, Delhi

To

The Commissioner for Linguistic Minorities,  
26, Hamilton Road, Allahabad

*SUBJECT.—Safeguards for Linguistic Minorities—Collection of information—  
regarding*

Sir,

With reference to the correspondence resting with your letter No. F 8/Safe/1/CLM/58(877), dated the 30th September, 1958, on the above subject, I am directed to forward, herewith, the requisite information in respect of the various items of the questionnaire

Yours faithfully,

(Sd) C. L. ANAND,

Under Secretary (Appointments),  
Delhi Administration, Delhi

Questionnaire

I. General:

1. Name of the State . . . . .
2. Is the State Unilingual or Bilingual ?
3. What are the main spoken languages ? . . . .
4. Are there any areas with substantial linguistic minorities population —  
(a) What is the total population of first four linguistic minorities in the State as a whole as against the total population of the State ,

Delhi.

Bilingual

Hindi, Urdu and Punjabi.

Population of the first four linguistic minorities according to 1951 Census :—

(i) Marathi	19,955
(ii) Gujarati . . .	14,038
(iii) Sindhi . . .	15,110
(iv) Bengali	10,315

The population of the State according to 1951 Census—17,44,072.

- (b) in what areas (districts, taluks and Municipal towns), these minorities are found ;

- (c) What is the total population of such areas and the population of each minority group in each of these areas (districts, taluks and Municipal towns).

5. Has any language given in Schedule 8 of the Constitution been declared as —

- (i) Regional language of the State ,
- (ii) Official language for use in any—  
(a) Administrative offices ,  
(b) Courts ;

Not so far, but Hindi is treated as such by Convention.

Not so far.

Urdu is the language of the subordinate courts in Delhi. Hindi is an additional language for courts

The linguistic minorities mentioned above are centralised in the Urban area of Delhi.

Total population of Delhi Urban according to 1951 Census —14,37,134.

N. B.—These figures have undergone rapid changes. The total population of Delhi has increased to 23,00,000. The up-to-date figures of each minority are not known.

(c) High Courts.

6. Has any district, taluk, or Municipal town in the State been declared bilingual? If so, give its name and of the languages.

II Education

1. Education at Basic Stage

- (a) Have arrangements been made in all State District Board and Municipal Schools and aided schools for instruction and examination in the Junior Basic Stage in the medium of mother-tongue of the child, where it is different from the Regional or State language and if so for what languages.

- (b) For how many children in a class or school a teacher is appointed for such language?

- (c) Whether only an extra section of the class is opened in such cases or a separate class is opened?

- (d) Is education in the mother-tongue of the child imparted only in the language subject or in all the subjects of the curricula?

- (e) In case the mother-tongue language is taught only as a language subject, is the minority language taught as the first language or as second language? Is the State or Regional language also compulsory?

- (f) How is the switch over from mother-tongue language to Regional or State language effected in the Secondary Stage?

- (g) What are the total number of schools with junior basic stage in the State, in how many of them separate classes or sections have been opened for imparting instructions in the mother-tongue of the child other than the State or Regional language and what is the number of students in them?

The language of the High Court is English.

No.

Yes. Arrangements have been made for Urdu, Bengali, Tamil, Marathi, Telugu and Sindhi as medium of instruction in some institutions at the primary stage where the number of student is 40 or more but arrangement for teaching these languages is made for 10 students or more.

10 children

Extra section.

In all subjects in the primary stage when the number of students is 40 or more, but in the language subject if the number of students is 10 or more.

The State language, i.e., Hindi is compulsory from Class III even in such institutions.

As Hindi is compulsory from Class III, there is no difficulty in switch over from the mother-tongue

245. Information with regard to the rest of the question will be supplied later.

## Questionnaire

### 2. Education at Secondary Stage

1. Have any separate schools been opened by Government in any area for imparting education in the mother-tongue of the pupils other than the Regional or State language? If so, where and for what languages.
2. Have any private schools been organised and established in any area/areas for imparting education in the mother-tongue of the pupils other than the Regional or State language? If so, in what parts of the State (mention only names of the Districts and Cities) and in what number.

## Replies

Yes. The Delhi Administration is running two High Schools for Boys one at Rajinder Nagar and the other at Lodi Road with Sundhi as the medium of instruction, in addition, one Girls High School at Bulbulkhana, Delhi and one Middle School at Bara Hindu Rao, Delhi, with Urdu as the medium of instruction are also being run. The Middle School was, however, transferred to the Delhi Municipal Corporation w.e.f. 1-6-58 alongwith other Middle Schools.

Yes. The information with regard to second part of the question is as under :—

Name of the School	Medium of ins- tructions	No. of sec- tions	No. of stu- dents	No. of tea- chers
(i) Bengali Boys Higher Sec. School, Kash- meri gate, Delhi.	Bengali	10	265	13
(ii) Rasmia Bengali Higher Sec. School, Reading Road, New Delhi	Bengali	18	683	27
(iii) Union Academy Higher Sec. School, Raja Bazar, New Delhi	Bengali	24	952	27
(iv) S. P. Vidyalaya H. S. School, Lodhi Road, New Delhi	Bengali	20	631	19

(v) Madras Educational Society H.S. School Lodhi, Road, New Delhi	Tamil	15	1,769	56
(vi) Nutan Marathi H. S. School, Paharganj, Delhi	Marathi	28	1,138	35
(vii) Andhra Educational Society H. S. School, New Delhi	Telugu	(Information not readily available).		
(viii) Anglo-Arabic H. S. School, Ajmerigat, Delhi	Urdu	18	1,036	27
(ix) Fatehpuri Muslim High School, Delhi	Urdu	5	299	16
(x) Shafiq Memorial Middle School, Bara Hindu Rao, Delhi.	Urdu	(The School has been transferred to the Corporation).		

Yes. All the above-mentioned schools have been recognised and all are in receipt of Govt. grants both recurring and non-recurring at the same rates as for other Schools. No discrimination is made in the matter of release of Government grants to such schools.

Yes

A separate section is opened.

3. Have they been recognised and is any of them being given grants-in-aid by the Government and if so whether any discrimination is made in the amount of such grants between such schools and other ordinary schools with medium of instructions in the Regional or State language? If so, in what way, i.e., on what grounds and to what extent?

4. Have any facilities been given in any Govt. Municipal and District Board Schools for imparting education in the mother-tongue of the pupils other than Regional or State language where 1/3rd of the total number of pupils of the school request for such instruction?

5. Is a separate class or only a separate section of the class opened in such cases?



### Questionnaire

6. Give total number of such schools, classes and sections of classes as well as the number of students to whom education in mother-tongue in the secondary stage is imparted and the number of teachers appointed for the purpose.

N. B.—This information may also be supplied districts, taluk and Municipal town-wise in the following *proforma*.—

Name of district, taluk or Municipal town	Name of language	Total No. of classes	Total No. of students	Total No. of teachers appointed
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7. Has any request in any school for imparting education at the Secondary stage in the mother-tongue of the pupils other than the State or Regional language been turned down on the ground of 'adequate facilities for such instructions being not available' in any particular area?

8. Has the State accepted the three language formula and has any of the minority languages been included as one of the three languages?

3. *Affiliations of Schools and Colleges imparting instructions in minority languages:*

1. Are there any educational institutions in the State imparting education through the media of minority languages only?

2. Are these recognised by the University and Boards of Education within the State.

3. Are there any cases in which such institutions have been permitted affiliation to Universities and Boards of Education outside the State? If not, the reasons therefor

While the information regarding number of students and teachers is not readily available, the names of such schools are given below.—

- (1) Govt. Boys H S School, Ballumaran (with Urdu sections)
- (2) Govt. Girls H S School, Ballumaran (with Urdu sections).
- (3) Govt. High School, Bara Hindu Rao (with Urdu sections).
- (4) Govt. Industrial School, Delhi (with Urdu section).
- (5) Govt. High School, Roshanara Road (with Urdu sections).
- (6) Govt. High School, Timarpur (with Bengali sections).

No, so far as the Delhi Administration is aware

No. The formula has not been adopted in Delhi. The second part of the question does not arise

Ycs.

Yes. These are recognised by the Education Directorate, Delhi.

The reply is in the affirmative.

4. In cases where affiliation has been granted the following particulars may be furnished —

(a) Names of institution.

- (1) Delhi Public School, New Delhi.
  - (2) Cambridge School, Daryaganj, Delhi.
  - (3) Summer Fields School, Kailash Colony, New Delhi.
  - (4) St. Theresa School, Egin Road, Delhi.
  - (5) St. Columbus School, New Delhi.
  - (6) Convent of Jesus and Mary School, Baird Road, New Delhi
- Senior Cambridge English,  
University of Cambridge, London.

Nil.

5. If there are cases in which the State has given permission for such affiliation, but the institution itself has not availed it, the number of such cases may be mentioned in the following *preformas* :—

Name of Language	Name of University or Board etc. outside the State for which affiliation is wanted	Number of institutions in the State to which permission was granted but not availed of	Remarks (Here please give details of standards of education for which affiliation was permitted)
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6. Have grants-in-aid and other facilities been refused to any school or college imparting instructions in minority language which has affiliated itself to an outside educational institution? If so, the names of such institution and reasons of the refusal of the grants-in-aid be stated
7. Have any grants been applied for and given to educational institutions imparting instructions in minority languages for establishment or expansion of libraries of books in the minority languages? Number of cases in which such grants have been granted and the total amount given for each minority language may be stated.

The institutions, in question, are self-supporting. They do not obtain any grant from the Government.

Neither applied for nor sanctioned. As stated above the institutions are self-supporting

Questionnaire

8. In case such requests have been refused, names of the institutions which applied for such grants and the amount asked for by each of them may also be stated together with reasons for the refusal of the grant.

III. *Schools and Educational Institutes established and run by the Language Minorities:*

1. Have any schools basic, secondary and colleges been established and run by any language minority? If so, mention their number, in each district, taluk and Municipal town where they are situated and the number of students therein.

2. Has any grant for running of the schools, buildings or library been applied for and granted to such schools and colleges? If so, please state the amount applied for and granted for each purpose.

If any discrimination has been made on the ground that the school or college is under the management of minority whether based on religion or language, as against grants ordinarily given to schools, colleges for each purpose, the extent thereof and reasons therefor may be mentioned.

IV. *Official Language.*

1. Are there any districts, taluks or Municipal towns where any single minority/minorities constitute a population of 30% each or more of the total population of the areas (give details of such areas and their population)?

Does not arise.

Yes. Kindly see list of such schools *vide* reply to part II 2(2) of the Questionnaire.

The primary schools being run by linguistic minorities in Delhi are as under:—

- (i) Noomania Moinul Islam Primary School, Farrashkhana, Delhi (Urdu is the medium of instruction).
- (ii) Mazharul Islam Primary School, Farrashkhana, Delhi (Urdu is the medium of instruction)

These recognised schools are eligible for building, library and other grants in the normal course as in the case of other recognised schools and no discrimination is made. The information regarding the grant applied for and sanctioned for various purposes since the inception of the institutions, is not readily available. Colleges fall under the Central sphere in Delhi.

Second part of the question does not arise.

Since the Union territory of Delhi consists of one District only, the question of furnishing the information District or Taluk-wise does not arise.

2. Have such areas been declared bilingual and if so, state the names of the languages for which the areas have been so declared in the following form :—

Does not arise.

Name of district, taluk or Municipal town	Total population	Name of linguistic minority/minorities having a population of 30% or above	Population of each minority	Percentage of each minority population as against the total population of the area
---	------------------	--	-----------------------------	--

3. Is there any district, taluk or Municipal town in the State in which the population of any minority constitutes 70% or more of the total population of that area ? If so, state the name of the linguistic minority group and whether the language of the minority group has been declared as the official language of that area instead of the State language.

Does not arise.

4. Has any part of the State been declared bilingual for purposes of official languages ?

No.

5. Whether there are any orders in the State or any part thereof in respect of restricting the right of any citizen of the State or resident of the area in submitting representations for the redress of any grievances in any language used in the Union or the State, other than the language declared as State or Regional language ?

No.

6. Is there any rule or Govt. direction or any restriction in getting a document registered which is not in the State or Regional language of the State ?

No.

7. Are there any districts, taluks or Municipal towns in the State where any single linguistic minority or minorities constitute a population of 15 to 20 per cent of the total population of the area ? If so, whether all important Govt. notices and rules intended for use in the area are published in the language of such minorities.

Does not arise in view of part I of the question.

### Questionnaire

#### V. Admission to Medical, Engineering and Technical Classes

#### Answers

There is no engineering College in Delhi. There is only one Technical Institution in Delhi viz., Delhi Polytechnic and it is under the Govt. of India, Ministry of Education. With regard to Medical College, the information is as under :—

- |  |   |
|--|---|
| 1. What is the language in which teaching is imparted in these classes ?   | 1. English.   |
| 2. Is a proficiency in the State or Regional language test held before Admission ?                                   | 2. No.  |
| 3. What is the proportion of students belonging to the linguistic minority group who applied and who were admitted ? | 3. Not available as the information was not incorporated in the applications received for admission.  |
| 4. Is there any truth in the complaint that linguistic minorities are discriminated against ?                        | 4. No. The admission was made strictly according to the merit of the candidate determined on the basis of the marks obtained by him in the Pre-medical/F.Sc. examination. |

#### VI. Services—State Services

- |   |                              |
|---|------------------------------|
| 1. Give names of State service cadres for which competitive examinations are held for recruitment ?   | No examinations are held.    |
| 2. What is the language media for the examination for such competitive examinations ?   | The question does not arise. |
| 3. Is any of the minority language of the people constituting about 15 to 20 per cent or more of the population recognised as media for such examination in addition to English, Hindi and State Language ?   | The question does not arise. |
| 4. Is proficiency in the State or Regional language of the State a pre-requisite for recruitment to State Services or the candidate is allowed to acquire such proficiency after selection but before the end of the probationary period and whether any extension is also granted to such probation period to help the candidate to acquire such proficiency ? | The question does not arise. |
| 5. Is there any subordinate services cadre in the State which is treated as cadre for a district or districts ?   | No.                          |

6. Has any minority language recognised as official language in district been declared medium of examination for such cadre of subordinate services ? If so, name of the service cadre, the districts for which it has been declared as district cadre and the language permitted as medium of examination.
7. If the State or Regional language paper is compulsory are the marks secured in such paper taken into account for the purpose of competition or is it merely a qualifying test.

#### VII. *Domicile Rules*

1. Are there any rules still in force in the State or any part of the State which impose domicile restrictions with reference to residence in the State for the purpose of—
- (a) Recruitment to any branch or cadre of State or subordinate service of the State
  - (b) Freedom of trade, commerce and inter-course
  - (c) Right of equality of opportunities and private enterprise, right in respect of obtaining Government contracts, grant of scholarships, admission to schools, colleges and technical institutions, etc.
  - (d) Have any reservations been made by the State in any of their services for recruitment of candidates from outside the State or from linguistic minorities.

#### VIII. *Miscellaneous*

Representations have been received by this office and Government of India from some of linguistic minorities asking for grant of reservation in State and subordinate services, reservation of seats in State Legislatures and reservation of certain seats in technical and other higher education institutions. Views/comments of the State Government with regard to these demands may kindly be also communicated. Suggestions have also been made that each State should appoint a wholetime Minority Officer who should be entrusted with the duties of looking after the interests of the linguistic minorities of the State, receive representations from them with regard to safeguards granted under the Constitution of India, concerning different departments of the State and take such action as may be necessary from time to time. Comments/views of the State Government with regard to this suggestion may kindly be also communicated.

The question does not arise.

The question does not arise.

No.

No.

No.

No such reservation has been made but in case of certain services, officers are obtained on deputation from the Punjab and Uttar Pradesh.

The Union Territory of Delhi has no State Services of its own, but in so far as the subordinate services are concerned strenuous attempts are being made to increase the representation of Scheduled Castes for whom reservation already exists. Any further reservations will only have the effect of creating artificial division of the nation besides adversely affecting efficiency, which is so essential for administrative services. Appointment of a whole time Minority Officer is not considered necessary in so far as Delhi is concerned, because no such problem exists in this territory.

Tripura Administration,  
Political Department.

No F.1(168)-P/58      Dated Agartala, the 7th January, 1959/17 Poush, 1880.

From

Shri K N. Bose,  
Assistant Secretary,  
Tripura Administration.

To

The Assistant Commissioner,  
Office of the Commissioner for Linguistic Minorities,  
26, Hamilton Road, Allahabad

SUBJECT:—*Safeguards for linguistic minorities—Collection of information regarding.*

Sir,

With reference to your letter No 8/Safe/1/CLM/58(879), dated the 30th September, 1958, I am directed to return herewith the questionnaire sent therewith duly completed so far as the Union Territory of Tripura is concerned.

Yours faithfully,  
(Sd ) K N. BOSE,  
Assistant Secretary.

1. Tripura.
2. Unilingual
3. Bengali, Tripuri, Hindi, Manipuri, Rieng, Chakma and Halam.
- 4.(a) Tripuri 1,29,379
- Hindi 37,979
- Manipuri 19,086
- Rieng 16,667
- (b) Tripuri . All over the State.
- Hindi . Mainly in Sadar Sub-division.
- Manipuri . Mainly in Dharmanagar, Kalashahar, Kamalpur, Khowari and Sadar Sub-division.
- Rieng . Mainly in Belonia, Amarpur, Kaifashahar, Khowari, Dharmanagar and Kamalpur Sub-divisions.

(c) As the linguistic minorities are practically scattered all over the State and there being no area exclusively inhabited by such minorities, percentage of them to total population of the Territory cannot be worked out.

5. (i) } Not yet declared. The Government of India in the Ministry of Home Affairs were moved to declare this Territory as Unilingual with Bengali as its official language in this Administration letter No. F. 1 (168)-P/56, dated the 30th July, 1957.
- (ii) }
- (a) }
- (b) }
- (c) }

## II. Education.

### 1. Education at basic stage

- |     |  |
|-----|--|
| 6   | No   |
| (a) | No.  |
| (b) | Does not arise.  |
| (c) | Does not arise.  |
| (d) | Does not arise.  |
| (e) | Does not arise.  |
| (f) | The regional language being the medium in both the stages, i.e., Primary and Secondary, the question does not arise. The number of Junior Basic School is 111 only. No separate class has been started in them for linguistic minority students. |
| (g) |  |



2. Education at secondary stage. . . . . 1. No. Does not arise.  
 2. Does not arise.  
 3. No.  
 4. Does not arise.  
 5. Does not arise.  
 6. No.  
 7. The State has accepted three anguage formula But no  
 8. minority language in this Territory are eligible for inclusion  
 in the pattern.

3. Affiliations of schools and colleges imparting instructions in minority  
 languages. 1. No.  
 2. Does not arise.  
 3. Does not arise.  
 4. (a) (b) (c) (d). Does not arise.  
 5. Does not arise.  
 6. Does not arise.  
 7. No. Does not arise  
 8. Does not arise.

### III. Schools and Educational Institutions established and run by the Lan- guage Minorities.

- IV. Official Language . . . . . 1. No. Does not arise.  
 2. No. Does not arise.  
 3. No.  
 4. No.  
 5. No.  
 6. No.  
 7. No.

- V. Admission to Medical, Engineering and Technical Classes . . . 1. In Tripura there is no teaching institution except the  
 following :—

(i) One Nurses training class and one Dhaas training class  
 attached to the V. M. Hospital.

(ii) One Polytechnic institution.

The language in which teaching is imparted in the Nurses and  
 dhaas training classes is Bengali and that of the Polytechnic  
 institute is English.

*Replies to the Questionnaire*

2. No.

3. Out of 109 applications only two applications from the candidates belonging to linguistic minority group were received for Nurses Training and one of these two has been taken for admission and the other being underage was not selected. Dhal Training class is entirely for the candidates belonging to the linguistic minority community. No representation has been made for students belonging to linguistic minorities. But 25% of the seats have been reserved for Scheduled Tribe and Caste students at present in this Territory.

4. No.

1. None at present.
2. Does not arise.
3. Does not arise.
4. Does not arise.
5. No.
6. Does not arise.
7. Does not arise.

VII. Domicile Rules

- 1.(a) No.
- (b) No.
- (c) No.
- (d) No.

VIII. Miscellaneous

Tripura being a more or less unilingual territory, linguistic minorities are not a problem here. Moreover most of them being Scheduled Tribe are already entitled to the concession admissible to them as Scheduled Tribe. There is already a Tribal Welfare Officer here to look after the interest of Scheduled Tribes and there is, therefore, hardly any necessity for a separate Minority Officer.

## RAJASTHAN

For Rajasthan Government's reply please see Appendix 'D' which includes points of the Second Questionnaire also.

## APPENDIX 'N'

### *List of Secondary High Schools*

1. K. R. High School, Bettiah, Dist Champaran.
2. Sarsari High School, Darbhanga
3. Belsandi High School, Dist. Champaran
4. Sohaila Hathori High School, P.S Katra, Dist. Muzaffarpur.
5. D.A.V. School, Dinapur, Dist Patna.
6. Janta High School, Sarari, P S Sheikhpura, Monghyr
7. Govt Girl's High School, Bihar Shariff, Patna.
8. Lady Inder Singh High School, Indernagar, Jamshedpur
9. Subsidy High School, Haranpur, Dist Santhal Pargana.
10. Birdabhat H.E. School, Gudda, Dist. S.P.
11. Bowarijore H School, Dist. S.P.
12. T.N.J. School, Bhagalpur
13. Marwari High School, Bhagalpur.
14. Suri Durgacharan High School, Bhagalpur.
15. Anglo Sanskrit High School, Patna—4
16. Hsla H.E School, Dist Patna

### *List of Primary Schools which are not aided*

- |     |              |  |
|-----|--------------|--|
| 1.  | L. P. School | Madhopur, P. S. Masrak, Dt. Saran.           |
| 2.  | Do           | Raghopur do.                                 |
| 3.  | Do.          | Gangua Sultanpur do.                         |
| 4.  | Do.          | Chowantola Farhatpur, P. S Parsa, Dt. Saran. |
| 5.  | Do.          | Nagaon, P. S. Sonapur, Dt. Saran             |
| 6.  | Do.          | Bh. amatina, P. S. Bighwara, do.             |
| 7.  | Do.          | Chandohora, P. S. Sadar do.                  |
| 8.  | Do.          | Banpura, P. S. Ekma do.                      |
| 9.  | Do.          | Dindeyalpur do.                              |
| 10. | Do.          | Dewaria P. S. Maharajganj do.                |
| 11. | Do.          | Rajanpura, do.                               |
| 12. | Do.          | Karanpura do.                                |
| 13. | Do.          | Nizampur, P. S. Siwan, do.                   |
| 14. | Do.          | Balajalpur do.                               |
| 15. | Do.          | Hansepur do.                                 |
| 16. | Do. (Girl)   | V. Lodhipur, P. O. Khusrupur, Dt. Patna.     |

### *Abolished Primary Schools/Middle Schools where Urdu teaching abolished*

17. Middle School, Dalsingsarai, Darbhanga.
18. do Dulahapur, Shahabad.
19. Govt. Middle Girls School, Kashitakya, Biharshariff, Patna.
20. Middle School, Haranpur, Distt. S. P.

21.	Jugsalai Middle School,	Tatanagar, Jamshedpur.
22.	Middle School,	Karandighi, Distt. Purnea.
23.	Lower Primary School	Kumhraon, Dalsingsara, Dist. Darbhanga.
24.	do	Bhatpura, Bahera, Dist. Darbhanga.
25.	do	Gajadharganj, Dist. Shahabad.
26.	do	Khas Bazar, Thana Haveli Kharagpur, Monghyr.
27.	do	Jendgadh, Dist. Singhbhoom.
28.	do	Rajgir, Dist. Patna.
29.	U. P. School	Malmandro, Dist. S. P.
30.	do	Chanda do
31.	do	Dumraon, Dist-Shahabad.
32.	Rahila Senior Basic	School, Dist Palamau.
33.	L. P. School	Madhopur, Dist. Saran.
34.	do Girl	Ajo, Dist Darbhanga.
35.	U P. School	Ghorighat, Sherghati, Dist. Ga
36.	do	Rajnagar Sarekha, Dist Singhb
37.	do	do
38.	L. P School	Mardaha, Dist Soncpur, Saran.
39.	do	Hathora, P. S. Siwan, Dist. Saran.
40.	do	Chatha do
41.	do	Barhans do
42.	do	Mahual do
43.	do	Mathiansari, P. S. Persa, Dist. Saran.
44.	do	Patti Thana, P. S. Ekma, Dist. Saran.
45.	do	Kohra, P. S. Persa, do

*List of Schools where there are no Urdu teachers.*

1.	Bajisore U. P. School,	P. S. Karandighi, Dist. Purnea.
2.	Shakuntala U. P. School	do
3.	Balgora U. P. School	do
4.	Negwan L. P. School]	do
5.	Dayanandpur L. P. School	do
6.	Bhawra L. P. School	do
7.	Bhandari Bari U. P. School	do
8.	Koibari Urdu U. P. School	do
9.	Konatola U. P. School]	do

# APPENDIX 'O'

## List of Schools in Seraikella and Kharsawan Area

ame of village	Name of school	Class of schools (Primary, Secondary or High Schools)	No. of students in the schools	Number of teachers in the schools for imparting education through the medium of mother-tongue				
				H.	B.	O.	U.	Total
PURE HINDI SCHOOLS								
<i>Unaided High Schools.</i>								
1. Sini	Sini partially recognised.	High	145	6	..	..	..	6
PURE BENGALI SCHOOLS								
<i>Unaided High Schools.</i>								
1. Ichagarh	Ichagarh	High	168	7	..	..	..	7
MIXED SCHOOLS								
<i>Govt. Managed High Schools.</i>								
1. Seraikella	N. R. School	Multipurpose Higher Secondary.	318	10	1	5	..	16
2. Kharsawan	Kharsawan	Do.	317	10	2	5	..	17
UNAIDED								
Chandil	Chandil partially recognised.	..	110	2	3	..	..	5

## List of Schools in Seraikella and Kharsawan Area

Name of villa	Name of school	Class of schools (Primary, Secondary or High Schools)	No. of students in the schools	No. of teachers in the schools for imparting education through the medium of mother tongue				
				H.	B.	O.	U.	Total

MIDDLE AND SENIOR BASIC SCHOOLS (EXCLUDING CHANDIL AREA)

PURE HINDI SCHOOLS

Government Managed Senior Basic Schools

1. Sini	Sini	Sr. B.School	200	6	..	..	..	6
2. Rajnagar	Rajnagar	Do.	216	5	.	1	.	6
3. Barabamboo	Barabamboo	Do.	262	5	1	..	..	6
4. Dhatkidih	Dhatkidih	Do.	134	4	..	1	..	5

D. B. Managed Middle School

1. Dalbhanga	Sonapet	Middle School	144	5	..	.	..	5
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Aided Middle Schools (Local Education Council)

1. Adityapur	Adityapur	Middle Schools	263	7	1	1	..	9
2. Galudih	Galudih	Do.	202	7	.	1	..	8
3. Kuchai	Kuchai	Do.	140	7	..	1	..	8

Backward Area Scheme

1. Burudih	Burudih	Sr. B. School	23	3	.	..	..	3
2. Hurungda	Hurungda	Do.	47	3	.	..	..	3

Unaided Middle School

1. Kandra	Kandra	Middle School	48	5	..	..	..	5
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NOTE :—1. In Government managed Senior Basic Schools S. N. 2 & 4 and in Aided Middle School S.N. 1, 2 & 3 there are Oriya knowing teachers but they know Hindi also and teach through the medium of Hindi.

2. In Government managed Senior Basic Schools S. N. 3 and in Aided Middle Schools S. N. 1 there are Bengali knowing teachers but they know Hindi also, and teach through the medium of Hindi.

MIXED SCHOOLS

Government Managed Senior Basic Schools

Gamaria	Gamaria	Sr. Basic Schools	211	4	4	..	..	8
Keraikella	Keraikella	Do.	253	6	..	2	..	8

## List of Schools in Seraikella and Kharsawan Area

Name of village	Name of school	Class of schools (Primary, Secondary or High School)	No. of students in the school	No. of teachers in the school for imparting education through the medium of mother-tongue				
				H.	B	O.	U.	Total

*Non Government Senior Basic Schools in P. I. Block*

1. Dugni	Dugni	Sr. Basic School	194	3	2	2	.	7
2. Narainpur	Narainpur	Do	237	2	2	2	..	6
3. Nengtasai	Nangtasai	Do.	133	3	2	1	..	6

*Aided Middle Schools (Local Education Council)*

1. Seraikella	Seraikella Boys'	Middle School	359	5	.	5	..	10
2. Kharswan	Kharswan Boys'	Do.	208	5	.	3	.	8
3. Icha	Icha	Do.	228	4	.	4	.	8
4. Amda	Amda	Do.	232	5	.	3	.	8
5. Edal	Edal	Do	104	1	4	1	..	6

*Government Managed Girls' Middle Schools*

1. Seraikella	Seraikella Girls'	Middle School	86	4	.	2	.	6
2. Kharswa	Kharswan Girls'	Do	81	4	1	.	..	7

me of village	Name of school	Class of schools (Primary, Secondary or High schools)	No. of students in the school	No of teachers in the schools for imparting education through the medium of mother tongue				
1	2	3	4	5				

*District Board Managed Pure Hindi Primary School*

1. Baruhatu	Baruhatu	Primary	90	2
2. Siadih	Siadih	Do.	70	2
3. Poradiha	Poradiha	Do	48	1
4. Dhunadih	Dhunadih	Do.	40	1
5. Meramjanga	Meramjanga	Do.	1	1



## List of Schools in Seraikella and Kharsawan Area

Name of village	Name of school	Class of schools (Primary, Secondary or High School)	No. of students in the schools	No. of teachers in the schools for imparting education through the medium of mother-tongue
-----------------	----------------	--	--------------------------------	--

1	2	3	4	5
---	---	---	---	---

## Pure Hindi Primary Schools under Local Education Council

				No. of teachers
1. Bodamarī	Bodamarī	Primary	138	3
2. Burudih	Burudih	Do.	182	4
3. Krishnapur	Krishnapur	Do.	113	3
4. Narandih	Narandih	Do.	98	2
5. Kita	Kita	Do.	136	4
6. Dholadih	Dholadih	Do.	91	3
7. Bijadih	Bijadih	Do.	61	3
8. Chhotabandi	Bandi	Do.	112	3
9. Jeajanpur	Jeajanpur	Do.	80	3
10. Puniburi	Puniburi	Do.	72	2
11. Bandolohar	Bandolohar	Do.	90	3
12. Seraikella	Nimdih	Do.	64	3
13. Pathanmara	Pathanmara	Do.	88	3
14. Kendua	Kendua	Do.	98	3
15. Birbans	Birbans	Do.	70	2
16. Rangamatia	Rangamatia	Do.	59	1
17. Hariharpur	Hariharpur	Do.	39	1
18. Dumra	Dumra	Do.	53	1
19. Barkatanr	Barkatanr	Do.	35	1
20. Jamjora	Jamjora	Do.	55	1
21. Bitapur	Bitapur	Do.	68	2
22. Gondpur	Gondpur	Do.	100	2
23. Jordiha	Jordiha	Do.	80	2
24. Kurma	Kurma	Do.	92	2
25. Kamardih	Kamardih	Do.	98	2
26. Kudasing	Nichintpur	Do.	82	2

## List of Schools in Seraikella and Kharsawan Area

1	2	3	4	5
Pure Hindi Primary School under Local Education Council—concl'd.				No. of teachers.
27. Santari	Santari	Primary	68	2
28. Raidih	Bagraidih	Do	45	1
29. Anandpur	Govindadih	Do	44	1
30. Khejurda	Khejurda	Do	40	1
31. Narainbeda	Narainbeda	Do	38	1
32. Sidmakudar	Sidmakudar	Do	41	1
33. Sargidih	Sargidih	Do	46	1
34. Udalkham	Udalkham	Do	45	1
35. Jumal	Jumal	Do	25	2
36. Bistrampur	Bistrampur	Do	38	2
37. Kalabadia	Kalabadia	Do	35	1
38. Kuarda	Kuarda	Do	35	1
39. Kesargadia	Kesargadia	Do	38	1
40. Gajdih	Gajdih	Do	44	1
41. Jamdih	Jamdih	Do	36	1
42. Balrampur	Balrampur	Do	38	1
43. Nargidih	Nargidih	Do	21	1
44. Noadih	Noadih	Do	29	1
45. Mahuldiha	Mahuldiha	Do	40	1
46. Sarangapasi	Sarangoposi	Do	40	1
47. Sandholadih	Sandholandih	Do	28	1
48. Hanumatheda	Hanumatheda	Do	19	1
49. Arjunbila	Arjunbila	Do	43	1
50. Gopidih	Gopidih	Do	43	2
51. Aruan	Aruan	Do	68	1
52. Bayang	Bayang	Do	41	1
53. Doro	Doro	Do	44	1
54. Pandakata	Pandakata	Do	43	1
55. Serengda	Serengda	Do	48	1
56. Barabil	Barabil	Do	61	2
57. Krishnapur	Krishnapur	Do	56	2
58. Sanjai	Sanjai	Do	50	1



## List of Primary Schools in Seraikella and Kharsawan Area

Name of village	Name of school	Class of schools (Primary, Secondary or High Schools)	No of students in the school	No of teachers in the school for imparting education through the medium of mother-tongue,		
1	2	3	4	5		

## Mixed Primary Schools under L E C.

				H.	B	O	U.	Total
1. Kandra	Karandranagar	Primary	178	3	1		..	4
2 Gurha	Gurha	Do	88	2	1		..	3
3. Upperbera	Upperbera	Do	119	1	2			3
4. Udaypur	Udaypur	Do.	159	3	1			4
5 Jaikan	Jaikan	Do.	116	1	1	1	..	3
6 Dudra	Dudra	Do.	169	2	3		..	5
7 Hathitand	Hathitand	Do.	72	1	1		..	2
8. Muria	Muria	Do.	93	1	1		1	3
9. Hathiadih	Hathiadih	Do.	153	2	2	..	..	4
10 Koelebira	Koelebira	Do.	131	1	1	1	..	3
11. Chulkoo	Chulkoo	Do	165	1	..	3	..	4
12. Chhotaanda	Chhotaanda	Do.	126	1		2	..	3
13 Dalaikela	Dalaikela	Do.	123	1		2	..	3
14 Padanpur	Padanpur	Do.	127	2	..	1	..	3
15 Rudarpur	Rudarpur	Do	91	2	..	1	..	3
16 Telaidih	Telaidih	Do	160	2	..	2	..	4
17. Gangoodih	Gangoodih	Do	100	2		1	..	3
18. Govindpur	Govindpur	Do	80		1	2	..	3
19 Neto	Neto	Do	123	1		2	..	3
20 Barhi	Barhi	Do	102	2		2		4
21 Matkumbara	Matkumbara	Do	60	2		1		3
22 Hamangda	Hamangda	Do	66			4		4
23 Govindpur.	Govindpur	Do	70	1		2		3
24. Bhadrudih	Bhadrudih	Do	87	1		2		3
25 Jordiha	Jordiha	Do	110	1		2		3

## List of Primary Schools in Seraikella and Kharsawan Area

I	2	3	4	5				
Mixed Primary Schools under L.E.C.—contd.								
				H.	B.	O.	U.	Total
26	Kankada . Barakankada	Primary .	138	1	1	1	.	3
27.	Tentoposi . Tentoposi	Do. .	72	..	..	2	..	2
28.	Nuagarh . Nuagarh	Do. .	136	1	1	1		3
29.	Kuludih . Kuludih	Do. .	102	1	2	..	..	3
30.	Dugdha . Dugdha	Do. .	92	1	1	..	..	2
31	Kuldiha . Kuldiha	Do. .	38	..	1	..	..	1
32.	Mathadih . Mathadih	Do. .	48	..	..	1	..	1
33	Chamaroo . Chamaroo	Do. .	61	..	1	..	..	1
34.	Hardola . Hardola	Do. .	74	1	..	1	..	2
35.	Tunia . Tunia	Do. .	50	..	..	1	..	1
36	Murkum . Mukum	Do. .	109	1	1	..	..	2
37.	Krishnapur . Krishnapur	Do. .	72	1	1	..	..	2
38.	Kashidih . Kashidih	Do. .	86	..	2	..	..	2
39.	Raghunathpur . Raghunathpur	Do. .	76	1	1	..	..	2
40	Itagarh . Itagarh	Do. .	70	1	1	..	..	2
41.	Kharswan- garh. Kharsawan Model L P. School	Do. .	134	1	..	2	..	3
42.	Kharsawan- garh. Kharsawan Town	Do. .	118	..	..	3	..	3
43.	Adarhatu . Adarhatu	Do. .	72	1	..	1	..	2
44.	Kutung . Kutung	Do. .	77	1	..	1	..	2
45.	Kunabera . Kunabera	Do. .	34	1	..	1	..	2
46.	Gamaria . Gamaria	Do. .	74	1	..	1	..	2
47.	Jambani . Jambani	Do. .	58	1	..	1	..	2
48	Dumardiha . Dumardiha	Do. .	62	1	..	1	..	2
49.	Telai . Telai	Do. .	72	1	..	1	..	2
50	Sesomali . Sesomali	Do. .	50	1	1	..	.	2
51	Bharatpur . Bharatpur	Do. .	45	..	1	..	..	1
52	Degardiha . Degardiha	Do. .	62	..	1	..	.	1
53	Baljuri . Baljuri	Do. .	53	1	..	1	..	2
54	Nupung . Nupung	Do. .	65	1	..	1		2
55	Seraikella . Seraikella Ward No. I	Do. .	110	..	.	4		4
56	Do. . Seraikella Ward No. II.	Do. .	87	.	..	4	..	4

## List of Schools in Seraikella and Kharsawan Area

Name of village	Name of school	Class of schools (Primary, Secondary or High Schools)	No. of students in the school	No. of teachers in the school for imparting education through the medium of mother-tongue				
1	2	3	4	5				
				H.	B.	O	U	Total
<i>Mixed Primary Schools under L E C</i>								
57. Bhurkuli	Bhurkuli	Primary	67			2		2
58. Manikbazar	Manikbazar	Do	59			2		2
59. Bankosai	Bankosai	Do	45			1		1
60. Kamalpur	Kamalpur	Do	40			1		1
61. Rangring	Rangring	Do	26		1			1
62. Burudih	Burudih	Do.	119	1	1	1		3

NOTES—1. In schools sl. nos 22, 27, 32, 35, 42, 55, 56, 57, 58, 59, there are Oriya knowing teachers but they know Hindi also and teaching through both Hindi and Oriya medium.

2. In schools sl. nos. 31, 33, 38, 51, 52 and 61, there are Bengali knowing teachers but they know Hindi also and teaching through both Hindi-Bengali medium.

3. In school sl. No. 60, there is a Urdu knowing teacher but he knows Hindi also and teaches through both Hindi-Urdu medium.

## List of Schools in Seraikella and Kharsawan Area

Name of village	Name of school	Class of schools (Primary, Secondary or High School)	No of students in the school	No of teachers in the school for imparting education through the medium of mother-tongue
1	2	3	4	5
Pure Hindi Primary Schools under E I P scheme				
Tilopada	Tilopada	Primary	72	3
Maranghatu	Maranghatu	Do	38	2
Potka	Potka	Do	72	1
4. Donda	Donda	Do	102	3

1	2	3	4	5
5. Samaram	Samaram	Primary	105	3
6 Kuluktanga	Kuluktanga	Do.	74	2
7 Asgi	Asgi	Do	57	1
8. Titurbila	Titurbila	Do.	99	3
9. Rugudiha	Rugudiha	Do.	44	1
10 Barachakri	Barachakri	Do	30	1
11 Paralbadı	Paralbadı	Do	40	1
12 Jojohatu	Jojohatu	Do	41	1
13 Badashgoi	Badashgoi	Do	45	1
14 Chotashgoi	Chotashgoi	Do.	54	1
15. Mutugora	Mutugora	Do.	45	1
16. Jilingda	Jilingda	Do	44	1
17. Mundadeo	Mundadeo	Do.	27	1
18. Pagaridih	Pagaridih	Do.	35	1
19. Bhurkunda	Bhurkunda	Do	44	1
20. Kredarengo	Kaderengo	Do.	39	1
21 Gomaidih	Gomaidih	Do	10	1
22. Bijar	Bijar	Do	43	1
23. Jamro	Jamro	Do.	50	1
24. Rolahatu	Rolahatu	Do.	30	1
25 Chirudih	Chirudih	Do.	18	1
26 Dango	Dango	Do	23	1
27. Kera	Kera	Do	50	1
28 Janelangbare-	Janelangbare-	Do.	20	1
dih.	dih			
29 Atra	Atra	Do	37	1
30. Kumaı	Kumaı	Do	26	1
31. Kundımarcha	Kundımarcha	Do.	16	1
32 Gopidih	Gopidih	Do.	81	2
33 Jhunjhki	Jhunjhki	Do.	33	1
34. Badgaon	Badgaon	Do	44	1
35. Hurangda	Hurangda	Do.	37	1
36. Rayjama	Rayjama	Do.	46	1

1	2	3	4	5
37. Kuchai	Kuchai	Prim ry	43	1
38. Nawadih	Nawadih	Do	42	1
39. Palubarea	Palubera	Do	34	1
40. Hidibili	Hidibile	Do.	34	1
41. Jordiha	Joraiha	Do	40	1
42. Gohira	Gohira	Do.	20	1
43. Kupu	Kupu	Do.	50	2
44. Gangairuli	Gangairuli	Do	50	1
45. Tiasra	Teesra	Do	43	1
46. Dhulipada	Dhulipada	Do.	31	1
47. Patakocha	Patakocha	Do	37	1
48. Bana	Bana	Do	60	1
49. Rajabasa	Rajabasa	Do	27	1
50. Jota	Jota	Do	12	1
51. Rola	Rola	Do.	38	1
52. Hathisiring	Hathisiring	Do.	36	1
53. Amlatola	Amlatola	Do.	53	1
54. Charakpathar	Charakpathar	Do.	15	1
55. Tangrani	Tangrani	Do	63	1
56. Itakudar	Itakudar	Do.	32	1
57. Kashipur	Kashipur	Do	28	1
58. Jojo	Jojo	Do.	30	1
59. Kadambara	Kadambara	Do	31	1
60. Tumsa	Tumsa	Do.	36	1
61. Mohitpur	Mohitpur	Do.	25	1
62. Suriposi	Suriposi	Do	13	1
63. Gamdesai	Gamdesai	Do.	14	1
64. Chapra	Chapra	Do	11	1
65. Nimdihi	Nimdihi	Do.	16	1
66. Bindapur	Bindapur	Do	50	1

NOTES —1. In schools Sl. No. 4 and 6 there are both Hindi and Bengali knowing teachers, but teaching is done through the medium of Hindi.

2. In School (Sl. No. 56) teacher is Oriya knowing and in school (Sl. No. 57) the teacher is Bengali knowing, but they also know Hindi and teach through the medium of Hindi.



## List of Schools in Seraikella and Kharsawan Area

Name of village	Name of school	Class of schools (Primary, Secondary or High schools)	No of students in the school	No of teachers in the school for imparting education through the medium of mother-tongue
1	2	3	4	5
<i>Pure Oriya Primary Schools under E. I. P Scheme</i>				
1 Kheraraisai	Khelaraisai	Primary	40	1
2 Ditsai	Ditsai	Do	51	1
3. Seraikella	Seraikella	Do	53	2
4 Tablapur	Tablapur	Do	44	1
5 Pandra	Pandra	Do.	40	1
<i>Pure Bengali Primary Schools under E. I. P. Scheme</i>				
1 Bankati	Bankati	Primary	21	1
2. Jhargovindpur	Jhargovindpur	Do	37	1
3. Kamalpur	Kamalpur	Do	50	1
4 Tangarjora	Tangarjora	Do	26	1
<i>Pure Bengali Primary Schools under Reverted P. I. Block</i>				
1 Dindli	Dindli	Primary	158	4
2. Ichchapur	Ichchapur	Do.	81	2
<i>Pure Hindi Primary Schools under Reverted P. I. Block</i>				
1. Singhpur	Singhpur	Primary	59	1
2. Chora	Chora	Do.	54	2

## List of Schools in Seraikella and Kharsawan Area

Name of village	Name of school	Class of schools (Primary, Secondary or High Schools)	No. of students in the school	No. of teachers in the school for imparting education through the medium of mother-tongue				
				H	B	O	U	Total
1	2	3	4	5				
Mixed Primary Schools under E. I. P. Scheme								
1. Gandamara .	Gandamara .	Primary .	77	1	..	1	..	2
2. Bijai	Bijai	Do. .	48	..	1	..	.	1
3. Sindhukopa	Sindhukopa .	Do .	61	1	1	..	.	2
4 Yaspur	Yaspur .	Do .	34	..	1	..	.	1
5. Juritand	Juritand	Do. .	42	1	..	1	..	2
6. Mundatand	Mundatand .	Do .	24	..	..	1	.	1

NOTE 1.—In schools (Sl. No. 2, 4) teachers are Bengali knowing and in school (Sl. No 6) teacher is Oriya knowing, but they know Hindi also and teach through Hindi and Bengali and through Hindi and Oriya medium.

*List of Schools in Seraikella and Kharsawan Area*

Name of village	Name of school	Class of schools (Primary, Secondary or High School)	No of students in the school	No. of teachers in the school for imparting education through the medium of mother-tongue
1	2	3	4	5

*Pure Hindi Primary Schools under Backward Area Scheme*

1	Ridingda .	Ridingda .	Primary .	105	2
2	Khuchudih .	Khuchudih .	Do .	60	2
3	Hathnada .	Hathnada .	Do .	63	3
4	Gurha .	Gurha .	Do. .	83	3
5	Gutunatu .	Gutunatu .	Do .	41	1
6	Gilua .	Gilua .	Do. .	44	1
7	Gitlata .	Gitlata .	Do. .	45	1
8	Silpingda .	Silpingda .	Do. .	45	1
9	Patpat .	Patpat .	Do .	42	1
10	Tankodih .	Tankodih .	Do .	40	1
11	Haldibani .	Haldibani .	Do. .	64	2
12	Bisarampur .	Bisarampur .	Do. .	25	1
13	Murgaghutu .	Murgaghutu .	Do. .	57	2
14	Uttamdiha .	Uttamdiha .	Do. .	80	2
15	Kurma .	Kurma .	Do. .	22	1
16	Kendmundi .	Kendmundi .	Do. .	31	1
17	Khiri .	Khiri .	Do. .	28	1
18	Chokkey .	Chokkey .	Do. .	51	1
19	Tumung .	Tumung .	Do. .	58	1
20	Bandu .	Bandu .	Do. .	35	1
21	Saldih .	Saldih .	Do. .	43	1
22	Koppe .	Koppe .	Do. .	15	1
23	Nayagaon .	Nayagaon .	Do. .	29	1

## List of Schools in Seraikella and Kharsawan Area

Name of village	Name of school	Class of schools (Primary, Secondary or High school)	No. of students in the school	No. of teachers in the school for imparting education through the medium of mother-tongue	
1	2	3	4	5	

## Special Aboriginal Pure Hindi Primary School

1. Baruhatu	Baruhatu	Primary	42	1	
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## Special Haryan Pure Hindi Primary School

1. Changua	Changua	Primary	25	1	
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## Pure Urdu Primary Schools under B. M. C Scheme

1. Beharasa	Beharasa	Primary	40	1	
2. Amda	Amda	Do.	33	1	
3. Gondpur	Gondpur	Do	26	1	
4. Tentoposi	Tentoposi	Do.	21	1	
5. Sovapur	Sovhapur	Do.	41	1	
6. Seraikella	Seraikella	Do	22	1	

## List of Schools in Seraikella and Kharsawan Area

Name of village	Name of school	Class of schools (Primary, Secondary or High Schools)	No of students in the school	No of teachers in the school for imparting education through the medium of mother-tongue				
				H.	B	O.	U	Total
1	2	3	4	5				

## Mixed Primary Schools under S. E. Ry. Board

Sini	Sini	Primary	439	6	4	.	1	11
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## List of Schools in Seraikella and Kharsawan in 1946-47

Sl. No.	Name of schools	Language
SERAIKELLA		
<i>High</i>		
1. N. R. High School . . . . .		Oriya
<i>Middle</i>		
1. Icha Middle . . . . .		Do.
2. Rajnagar . . . . .		Do
3. Seraikella . . . . .		Do
4. Seraikella Girls . . . . .		Do.
<i>Primary</i>		
1. Seraikella Sanskrit Tel . . . . .		Do.
2. Joridha U. P. . . . .		Do.
3. Hamanda . . . . .		Do
4. Dugni . . . . .		Do
5. Narendranagar . . . . .		Do.
6. Ward No 1 . . . . .		Do.
7. Ward No 2 . . . . .		Do.
8. Ward No 3 . . . . .		Do.
9. Ward No 4 . . . . .		Do.
10. Kuidia L. P. . . . .		Do
11. Tentoposi . . . . .		Do.
12. Kankra . . . . .		Do.
13. Govindpur . . . . .		Do.
14. Nauka . . . . .		Do
15. Kendua . . . . .		Do
16. Pathānmora . . . . .		Do.
17. Nu Pung . . . . .		Do.
18. Kutung . . . . .		Do
19. Kelabaria . . . . .		Do
20. Barahi . . . . .		Do
21. Baramari . . . . .		Do.
22. Dumardiha . . . . .		Do.

Sl. No.	Name of school	Language
23.	Dhatukidih . . . . .	Oriya
24	Manikhezar . . . . .	Do.
25	Neto . . . . .	Do
26	Kadal . . . . .	Do
27.	Bhurkuli . . . . .	Do
28	Jarkey . . . . .	Do.
29	Damudih . . . . .	Do
30	Kanspra . . . . .	Do.
31	Keshargaria . . . . .	Do.
32	Kita . . . . .	Do.
33	Jamro . . . . .	Do
34	Bhadrudih . . . . .	Do
35	Kolebira . . . . .	Do
36.	Mathadih . . . . .	Do
37.	Rajabandh . . . . .	Do
38.	Adarhatu . . . . .	Do.
39	Krishnapur . . . . .	Do.
40.	Chamaru . . . . .	Do

# SCHOOLS WITH BENGALI MEDIUM

## *Middle*

1.	Gamarla . . . . .	Bengali
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## *Primary Schools*

1.	Dudra . . . . .	Do.
2.	Edal . . . . .	Do.
3.	Sosemali . . . . .	Do
4.	Burudih . . . . .	Do
5.	Sini . . . . .	Do
6.	Narayanpur . . . . .	Do
7.	Adityapur . . . . .	Do
8	Kuludih . . . . .	Do
9.	Jaikan . . . . .	Do
10	Jambani . . . . .	Do
11.	Noagarh . . . . .	Do
12	Uttamdi . . . . .	Do.
13	Udaypur . . . . .	Do
14	Kandra . . . . .	Do

*List of Schools in Seraikella and Kharsawan in 1946-47—contd.*

Sl. No.	Name of school	Language
KHARSAWAN		
<i>Middle</i>		
1.	Kharsawan Middle . . . . .	Oriya
<i>Primary</i>		
1.	Kharsawan Girls' . . . . .	Do.
2.	Chilku . . . . .	Do
3.	Burudih . . . . .	Do
4.	Chota Amda . . . . .	Do
5.	Gangudih . . . . .	Do
6.	Padampur . . . . .	Do.
7.	Amda . . . . .	Do.
8.	Tilaidih . . . . .	Do
9.	Baljori . . . . .	Do.
10.	Khejurda . . . . .	Do.
11.	Kharsawan Model . . . . .	Do.
12.	Kharsawan Town . . . . .	Do
13.	Narayanbera . . . . .	Do.
SCHOOLS WITH HINDI MEDIUM		
1.	Kuchai U. P. . . . .	Hindi
2.	Bandi L. P. . . . .	Do.
3.	Barabamboo L. P. . . . .	Do.
4.	Regadih L. P. . . . .	Do.

BEFORE STATE RE-ORGANISATION  
*List of Schools in Chandil and Ichagarh Area*

Name of village	Name of school	Class of schools (Primary, Secondary, or High School)	No. of students in the school	No. of teachers in the school for imparting through the mother-tongue
1	2	3	4	5
<i>District Board managed Pure Bengali Middle School</i>				
1. Adardih	Adardih	Middle	164	6
2. Chandil	Chandil	Do	211	5
<i>District Board managed Pure Bengali Primary Schools</i>				
1. Dulmi	Dulmi	Primary	68	2
2. Chandil	Chandil	Primary	157	5
3. Ichagarh	Ichagarh	Primary	63	2
<i>District Board aided Pure Bengali Middle Schools</i>				
1. Ketunga	Bamni	Middle	123	5
2. Dulmi	Dulmi	Do	112	4
3. Nundih	Nundih	Do	129	6
4. Ichagarh	Ichagarh	Do	225	6
<i>District Board aided Pure Bengali Primary Schools</i>				
1. Cheliyama	Cheliyama	Primary	134	3
2. Janta	Janta	Do	78	3
3. Muru	Muru	Do	104	2
4. Puriyara	Puriyara	Do	92	2
5. Shirum	Shirum	Do	116	3
6. Ketunga	Ketunga	Do	65	2
7. Palasdihi	Palasdihi	Do	63	2
8. Bamni	Bamni	Do	43	1
9. Bagri	Bagri	Do	36	1
10. Farenga	Farenga	Do	37	1
11. Gunda	Gunda	Do	30	1

BEFORE STATE RE-ORGANISATION—contd.  
List of Schools in Chandil and Ichagarh Area—contd.

Name of village	Name of school	Class of schools (Primary, Secondary, or High School)	No. of students in the school	No. of teachers in the school for imparting education through the mother-tongue
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1	2	3	4	5
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*District Board-aided Pure Bengali Primary Schools—contd.*

12.	Ghutiadih .	Ghutiadih .	Primary.	35	1
13.	Huru Pathar- dih.	Huru Pathar- dih.	Do. .	39	1
14.	Harsunder- pur.	Harsunderpur	Do. .	43	1
15.	Jant Jharidih	Jant Jharidih	Do. .	35	1
16.	Jhimri .	Jhimri .	Do.	51	1
17.	Kasipur .	Kashipur .	Do. .	53	1
18.	Murugdih .	Murugdih .	Do. .	37	1
19.	Pargama .	Pargama .	Do. .	56	1
20.	Rasunia .	Rasunia .	Do. .	47	1
21.	Sima .	Sima .	Do. .	32	1
22.	Samanpur .	Samanpur .	Do. .	36	1
23.	Tila .	Tila .	Do. .	42	1
24.	Chandil Stn Basti	Chandil Stn. Basti.	Do. .	135	2
25.	Khuti .	Khuti	Do. .	82	3
26.	Chainpur .	Chainpur .	Do. .	110	2
27.	Chaulibassa	Chaulibassa .	Do. .	101	3
28.	Kandarbera	Kandarbera	Do. .	40	1
29.	Kapali .	Kapali .	Do. .	96	2
30.	Chandudih	Chandudih	Do. .	40	1
31.	Bhuiyadih .	Bhuiyadih .	Do. .	38	1
32.	Sitdih .	Sitdih .	Do. .	73	2
33.	Ichadih .	Ichadih .	Do. .	153	3
34.	Latemda .	Latemda .	Do. .	145	3
35.	Tiruldih	Tiruldih .	Do. .	115	2
36.	Nowadih .	Nowadih .	Do. .	114	2



BEFORE STATE RE-ORGANISATION—concl'd.  
List of Schools in Chandil and Ichagarh Area—concl'd.

Name of village	Name of school	Class of Schools (Primary, Secondary, or High School)	No. of students in the school	No. of teachers in the school for imparting education through the mother-tongue
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1	2	3	4	5
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*District Board aided Pure Bengali Primary Schools—concl'd.*

37	Tikar . Tikar .	Primary.	163	2
38.	Datum . Datum .	Do. .	81	2
39	Agsia . Agsia .	Do .	32	1
40	Babuchanda . Babuchanda .	Do. .	34	1
41.	Bandu . Bandu .	Do. .	30	1

*District Board aided Pure Bengali Primary Schools*

42	Buruhatu . Buruhatu .	Primary .	75	2
43.	Chokadih . Choka Adardih .	Do. .	33	1
44	Pipri . Pipri .	Do .	34	1
45.	Chunidih . Chunidih .	Do .	30	1
46	Chumtia . Chumtia .	Do. .	37	1
47.	Kundrilong . Kundrilong .	Do. .	27	1
48.	Naro . Naro .	Do .	27	1
49	Omandiri . Omandiri .	Do. .	48	1
50	Patkum . Patkum .	Do. .	62	2
51.	Rugribazar . Rugribazar .	Do. .	26	1
52	Soro . Soro .	Do .	51	2
53	Situ . Situ .	Do .	38	1
54.	Tamari . Tamari .	Do. .	41	1

*Pure Bengali Primary Schools under E. I. P. Scheme*

1.	Kalyanpur . Kalyanpur .	Primary .	126	3
2.	Oriya . Oriya .	Do. .	52	2
3	Bansa . Bansa .	Do. .	55	1
4	Saharbera . Saharbera .	Do. .	34	1

*Pure Hindi Middle Schools under Backward area Scheme*

1.	Pandra . Pandra .	Middle .	137	6
2	Salukdih . Salukdih .	Do. .	173	5
3	Dewaltanr . Dewaltanr .	Do. .	115	5
4.	Chauka . Chauka .	Do. .	181	7

Name of village	Name of school	Class of schools (Primary, Secondary or High Schools)	No. of students in the school	No. of teachers in the school for imparting education through the mother-tongue
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1	2	3	4	5
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*Pure Hindi Primary Schools under Backward Area Scheme*

1. Urmal	Urmal	Primary	95	3
2. Ghatdulmi	Ghatdulmi	Do.	105	3
3. Asgibera	Asgibera	Do	31	1
4. Dalgram	Dalgram	Do	55	1
5. Gangodih	Gangodih	Do.	55	1
6. Dirlong	Dirlong	Do.	45	1
7. Dubrajpur	Dubrajpur	Do	36	1
8. Ghoranegi	Ghoranegi	Do	64	1
9. Barobinda	Barobinda	Do	40	1
10. Raidih	Raidih	Do	40	1
11. Rayadih	Rayadih	Do	35	1
12. Ruidih	Ruidih	Do.	43	1
13. Hakasera	Gandhinagar	Do	73	3
14. Gunda	Gunda	Do.	96	3
15. Khudilong	Khudilong	Do	84	3
16. Anda	Anda	Do	50	1
17. Bandhidh	Bandhidh	Do	32	1
18. Hathinada	Hathinada	Do	44	1
19. Jamdih	Jamdih	Do	47	1
20. Jamtanr	Jamtanr	Do	41	1
21. Jhimri	Jhimri	Do	57	1
22. Raghunath-pur	Raghunath-pur	Do	32	1
23. Ruani	Ruani	Do.	50	1
24. Sima	Sima	Do	28	1
25. Adardih	Adardih	Do	35	1
26. Bardadih	Bardadih	Do	45	1
27. Basahatu	Basahatu	Do.	30	1

Name of village	Name of school	Class of schools (Primary, Secondary or High Schools)	No. of students in the school	No. of teachers in the school for imparting education through the mother-tongue
1	2	3	4	5

*Pure Hindi Primary Schools under Backward Area Scheme—contd.*

28.	Bakarkuri .	Bakarkuri .	Primary .	52	1
29.	Bamandih	Bamandih .	Do .	35	1
30	Birdih .	Birdih	Do	19	1
31	Chipri	Chipri	Do .	20	1
32	Chauka	Chauka .	Do	40	1
33	Chotalapang	Chotalapang	Do .	41	1
34	Duri	Duri .	Do	31	1
35	Haremul	Haremul .	Do .	39	1
36	Kukuru	Kukuru	Do	60	1
37	Pilid	Pilid .	Do. .	42	1
38	Raghunath-pur.	Raghunath-pur	Do .	31	1
39	Sankaradih	Sankaradih .	Do .	35	1
40	Saparum	Saparum .	Do .	40	1
41.	Tuta	Tuta .	Do	59	1
42	Kathjore	Kathjore	Do.	39	1

*Pure Hindi Special Aboriginal Schools*

1.	Tangadih .	Tangadih .	Primary	53	2
2	Bandu	Bandu .	Do	38	1
3	Chatarma	Chatarma .	Do	34	1
4	Chingra	Chingra .	Do	35	1

*Pure Hindi Special Haryan Primary Schools*

1	Sirka .	Sirka	Primary	45	1
2	Sapada .	Sapada .	Do	39	1

Name of village	Name of school	Class of Schools (Primary, Secondary or High Schools)	No. of students in the school	No. of teacher in the school for imparting education through the mother-tongue
1	2	3	4	5
<i>/ Pure Hindi Primary Schools under Adunyati Seva Mandal</i>				
1. Haven	Haven	Primary	39	1
2. Gordih	Gordih	Do.	39	1
3 Kusputul	Kusputul	Do	35	1
4 Hamsada	Hamsada	Do	34	1
5 Singati	Singati	Do	41	1
6 Ramgarh	Ramgarh	Do	43	1
7 Badudih	Badudih	Do	41	1
<i>Pure Hindi Primary Schools under E. I. P. Scheme</i>				
1. Lova	Lova	Primary	85	3
2 Bana	Bana	Do	40	1
3. Baragutu	Baragutu	Do	27	1
<i>Pure Urdu District Board Aided Primary School</i>				
1. Chora	Chora	Primary	72	2
<i>Pure Bengali District Board Managed Middle Schools</i>				
1. Adardih	Adardih	Middle	164	6
2. Chandil	Chandil	Do.	211	5
<i>Pure Bengali District Board Managed Primary Schools</i>				
1 Dulmi	Dulmi	Primary	68	2
2 Chandil	Chandil	Do	157	5
3 Ichagarh	Ichagarh	Do	63	2
<i>Pure Bengali District Board Aided Middle Schools</i>				
1 Ketunga	Bamni	Middle	123	5
2. Dulmi	Dulmi	Do	112	4
3. Nimdih	Nimdih	Do.	129	6
4. Ichagarh	Ichagarh	Do	225	6
5. Ichadih	Ichadih	Do.	181	5
6 Tikar	Tikar	Do	199	5

## List of Schools in Seraukella and Kharsawan, Chandil and Ichagarh Area.

Name of village	Name of school	Class of schools (Primary, Secondary or High Schools)	No of students in the school	No of teachers in the school for imparting education through the mother-tongue
1	2	3	4	5
<i>Pure Bengali District Board Aided Primary Schools</i>				
1. Cheliyama	Cheliyama	Primary	134	3
2 Jante	Jante	Do	78	3
3 Muru	Muru	Do.	104	3
4 Puriyara	Puriyara	Do.	92	3
5 Sirum	Sirum	Do	116	3
6 Ketunga	Ketunga	Do	65	2
7. Palasdihi	Palasdihi	Do.	63	2
8. Bamni	Bamni	Do	43	1
9 Bagri	Bagri	Do	36	1
10 Farenga	Farenga	Do	37	1
11 Gunda	Gunda	Do	30	1
12 Ghutiadihi	Ghutiadihi	Do	35	1
13. Hru Pa-thardihi	Hru Pa-thardihi	Do	39	1
14. Harsunderpur	Harsunderpur	Do.	43	1
15 Jant Jharidih	Jant Jharidih	Do	35	1
16 Jhimri	Jhimri	Do.	51	1
17 Kasipur	Kasipur	Do.	53	1
18. Murugdih	Murugdih	Do	37	1
19 Pargama	Pargama	Do	56	1
20. Rasunia	Rasunia	Do	47	1
21. Sima	Sima	Do	32	1
22 Samenpur	Samenpur	Do	36	1
23 Tilla	Tilla	Do	42	1
24. Chandil Stn Basti	Chandil Stn Basti	Do	135	3
25 Khuti	Khuti	Do	82	3
26 Champur	Champur	Do	110	2

Name of village	Name of school	Class of schools (Primary, Secondary or High schools)	No. of students in the school	No. of teachers in the school for imparting education through the mother-tongue
1	2	3	4	5
<i>Pure Bengali District Board Aided Primary Schools—contd.</i>				
27 Chaulibassa	Chaulibassa	Primary	101	3
28 Kandarbera	Kandarbera	Do.	40	1
29 Kapali	Kapali	Do.	96	2
30 Chandudih	Chandudih	Do.	40	1
31 Bhuivadih	Bhuivadih	Do.	38	1
32 Sitdih	Sitdih	Do.	73	2
33. Latemda	Latemda	Do.	145	3
34. Tiruldih	Tiruldih	Do.	115	3
35. Nawadih	Nawadih	Do.	114	3
36. Datam	Datam	Do.	81	3
37. Aesia	Aesia	Do.	32	1
38 Babuchanda	Babuchanda	Do.	34	1
39 Bandu	Bandu	Do.	30	1
40 Buruhatu	Buruhatu	Do.	75	2
41. Choka Adar-dih	Choka Adardih	Do.	33	1
42 Chipri	Chipri	Do.	34	1
43 Chunidih	Chunidih	Do.	30	1
44 Chimiya	Chimiya	Do.	37	1
45 Kundarilong	Kundarilong.	Do.	27	1
46 Naro	Naro	Do.	27	1
47 Omandiri	Omandiri	Do.	48	1
48 Patkum	Patkum	Do.	62	2
49 Rugribazar.	Rugribazar	Do.	26	1
50 Soro	Soro	Do.	51	2
51 Situ	Situ	Do.	38	1
52. Tamari	Tamari	Do.	41	1

Name of village	Name of school	Class of schools (Primary, Secondary or High schools)	No. of students in the school	No. of teachers in the school for imparting education through the mother-tongue
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1	2	3	4	5
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*Pure Hindi Primary Schools under Backward Area Scheme—concl.*

38	Raghunathpur	Raghunathpur	Primary	31	1
39	Sankaradih	Sankaradih	Do.	35	1
40	Saparum	Saparum	Do.	40	1
41	Tuta	Tuta	Do.	59	1
42	Kathjore	Kathjore	Do.	39	1

*Pure Hindi Primary Schools under Specials Aboriginal Scheme*

1	Tangadih	Tangadih	Primary	53	2
2	Bandu	Bandu	Do	38	1
3	Chatarma	Chatarma	Do	34	1
4	Chingra	Chingra	Do	35	1

*Pure Hindi Primary Schools under Special Aboriginal Welfare Scheme*

1	Sirka	Sirka	Primary	45	1
2	Sapada	Sapada	Do	39	1

*Pure Hindi Primary Schools under Adamjati Sevamandal Scheme*

1	Heven	Heven	Primary	39	1
2	Gordih	Gordih	Do	39	1
3	Kusputual	Kusputual	Do	35	1
4	Hamsada	Hamsada	Do	34	1
5	Singati	Singati	Do	41	1
6	Ramgarh	Ramgarh	Do	43	1
7	Badudih	Badudih	Do	41	1

*Pure Hindi Primary Schools under E I P Scheme*

1	Lowa	Lowa	Primary	85	3
2	Bana	Bana	Do	40	1
3	Baragutu	Baragutu	Do	27	1

Name of village	Name of school	Class of schools (Primary, Secondary or High schools)	No. of students in the school	No. of teachers in the school for imparting education through the mother-tongue
1	2	3	4	5
<i>Pure Hindi Primary Schools under E. I P. Scheme—contd.</i>				
4 Berashi	Berashi	Primary	54	1
5. Gourdihi	Gourdihi	Do.	30	1
6 Hesalong	Hesalong	Do.	32	1
7 Udatant	Udatant	Do.	31	1
8 Kargaon	Kargaon	Do.	38	1
9 Makulia	Makulia	Do.	60	1
10. Makulakucha	Makulakucha	Do.	40	1
11. Matakamdih	Matakamdih	Do.	33	1
12. Dubo	Dubo	Do.	45	1
13 Jhabari	Jhabari	Do.	43	1
14 Chandil	Chandil	Do.	39	1
15 Baralapang	Baralapang	Do.	45	1
16 Jahirdih	Jahirdih	Do.	40	1
17 Govindpur	Govindpur	Do.	32	1
18. Maisara	Maisara	Do.	18	1
<i>Pure Urdu Primary School under District Board Aided</i>				
1. Chora	Chora	Primary	72	2



## APPENDIX 'P'

Press Note No. 223

### LANGUAGE POLICY OF GOVERNMENT

The whole approach in regard to the language policy of Government is one of giving a feeling to all language groups that they will not be ignored and their needs will be looked after to the extent possible in such matters and also to develop a friendly feeling between the various national languages of India

All the principal languages of India are the rich heritage of the country and each of them has drawn abundantly from the others. The growth of any one of them helps others to grow also. The question therefore, should be considered from the point of view of developing all our national languages, namely, Assamese, Bengali, Gujarati, Hindi, Kannada, Kashmiri, Malayalam, Marathi, Oriya, Punjabi, Sanskrit, Tamil, Telugu and Urdu and bringing about as large a measure of understanding and co-operation among them as possible

In view of certain misunderstandings that had arisen in regard to the language policy of Government it was considered desirable to clarify the position in particular to Urdu language though to some extent it applies to other languages too. The main principles governing this approach was firstly, that primary education should always be given in the mother-tongue of the child provided there are a sufficient number of pupils. Secondly, in regard to public announcements, applications, representations, etc all the 14 languages would broadly be treated as the national languages and applications, etc, in them would be accepted and not rejected simply because it is not in the language of the State.

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Government of Orissa,

Home (Public Relations) Department

Memo No 21200/(140)/Pub, Bhubaneshwar, the 17th October 1958.

Copy forwarded with compliments (1) to the Station Director, A.I.R., Cuttack for favour of announcement, and (2) to the editors of newspapers and press representatives for favour of publication.

Copy to the Home Department for information with reference to their Memo No 19055A, dated 8th September 1958.

Copy to others in the mailing list for information

(Sd.)

17th October 1958

for Additional Production Officer

## APPENDIX 'Q'

No ED 33 TTS 58

Government of Mysore,  
Mysore Government Secretariat,  
Vidhan Soudha,

*Dated Bangalore, the 13th August 1958*

### PRESS NOTE

SUBJECT:—Medium of instruction in Marathi in the Technical High School, Karwar

Recently there were news items in "Tarun Bharat" (Marathi Bi-weekly), Belgaum, dated 27th May 1958 and "Nava Bharat Times" (Hindi Daily), Bombay, dated 28th May 1958 alleging unfair treatment to Marathi students in the matter of medium of instruction in the Technical High School, Karwar

Government have inquired into the matter. It was found that the Superintendent had issued letters in good faith to the parents of Marathi students explaining his difficulties for arranging instructions in Marathi due to absence of Marathi knowing staff as also due to the meagre number of Marathi students admitted to the School. The object in doing so, was also to find out if students could switch over to Kannada medium of instruction. But all this produced rather exaggerated fears among some of the parents and guardians. The Superintendent of the Technical High School, had therefore, called for a meeting of all the guardians and parents to explain the whole position on 9th and 14th June 1958. In the meeting the doubts and fears were cleared and it was assured that Marathi students would continue to have the facilities that existed hitherto and that Marathi knowing staff would be increased in the institution at suitable opportunity.

(Sd) P VENKATARAMAN,  
Under Secretary to Government,  
Education Department.

To

The Principal, Information Officer, Bangalore, for favour of issuing the above Press Note

# APPENDIX 'R'

No ED 234 PMS 58

Government of Mysore,  
Mysore Government Secretariat  
Vidhan Soudha,

Dated Bangalore, the 25th October 1958/Karthika 3, Saka Era, 1880

From

The Secretary to the Government of Mysore,  
Education Department

To

The Commissioner for Linguistic Minorities,  
No 26, Hamilton Road,  
ALLAHABAD

SUBJECT.—*Memorandum submitted by the General Secretary, Students Union, Belgaum regarding introduction of Kannada in Marathi Primary Schools in Marathi speaking areas of Belgaum*

Sir,

With reference to correspondence ending with your letter No F6/Rep/17/CLM/58-(826), dated 19th September 1958 on the above subject, I am directed to state that in the proposed curriculum for Primary Schools, Kannada which is the regional language has been made a compulsory subject of study from Class III on the ground that it is desirable for all pupils to study the Regional language

The following allotment of periods for different languages has been made in the Primary Curriculeum.—

Subject	Number of periods in Classes				
	III	IV	V	VI	VII
1. Mother tongue Language					
(a) for Kannada pupils Kannada	10	10	10	9	9
OR					
(b) for non-Kannada pupils language other than Kannada					
Kannada	.	.	.	6	6
Kannada	.	.	.	3	3
	{ 7 3	{ 7 3	{ 7 3	{ 6 3	{ 6 3

From the above distribution it is seen that provision for learning Kannada is made not only for Marathi pupils but for all the non-Kannada pupils (i.e. Tamil, Telugu and Urdu) in Mysore. No discrimination is made against Marathi. The above distribution of periods at (b) is according to the recommendation of the Educational Integration Advisory Committee comprising of representatives of all areas of the State including the area in which Marathi speaking people are in large numbers.

It may be stated in this connection that the introduction of Kannada from Class III will not be detrimental to the study of Marathi. Due provision is made for the study of the mother-tongue and also to make the same the medium of instruction. It is also under examination to provide instruction in the medium of any mother-tongue in general schools on the basis of the pupil-teacher ratio of one teacher to thirty pupils

The policy in Mysore has all along been to sanction schools and classes for Linguistic minorities, in pursuance of the principle that the mother-tongue of the pupils should be the medium of instruction at the Primary

stage During the current year, it is proposed to start four Marathi Primary Schools in Bombay-Karnatak area In pursuance of the recommendation at the last Conference of Education Ministers, the expansion of facilities to train teachers in linguistic minorities has been envisaged in the Plan Programme by starting a Training Section for Marathi teachers in Jamkhandi Training School and one for Urdu at Karwar

In this connection I am to add that Government feel that it is necessary that all non-Kannada pupils should learn the Regional language—Kannada, and such learning is by no means at the cost of the facilities already accorded to the linguistic minorities It may, however, be stated that the whole question is being discussed by the Sub-Committee set up by the Southern Zonal Council and the final view of Government will be communicated later

Yours faithfully,

(Sd.) D. M. VENKATARAMAIAH,

Under Secretary to Government,  
Education Department

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APPENDIX 'S'  
GOVERNMENT OF ANDHRA PRADESH

ABSTRACT

PUBLIC SERVICES—Group IV Service—Regional Languages in Telangana  
Districts—Recognised

GENERAL ADMINISTRATION (SERVICES-B) DEPARTMENT

G.O.Ms No 1384

Dated the 14th August, 1957.

Read the following —

From the Commission Letter No 1312/E1/57, dated 10th July, 1957

ORDER

Under Rule 30(a) of the Special Rules for the Madras Ministerial Services read with Annexure III thereof, an adequate knowledge in a language or one of the languages of the District has been prescribed as a qualification for recruitment to the Andhra Ministerial Service. A similar provision exists in the Andhra Judicial Ministerial Service Rules. After the formation of Andhra Pradesh, the question has been raised by the Andhra Pradesh Public Service Commission as to what regional languages should be recognised in the Telangana Districts for the purpose of recruitment to the above two services. The Government have carefully considered the question and have decided that Udu should be recognised as a regional language in all the districts of Telangana in addition to Telugu and Marathi should also be recognised as an additional regional language so far as Adilabad District is concerned, for purposes of recruitment to the Andhra Ministerial and Andhra Judicial Ministerial Services.

2 Necessary amendments to the above Rules will be issued separately in due course

(By order of the Governor)

M. P. PAI,  
Chief Secretary to Government

To

The Home Department (for issue of amendments to Andhra Judicial Ministerial Service Rules).

All other Departments of Secretariat

All Heads of Departments including Collectors and District Judges.

Copy to the Public Service Commission (with c.l.).

Forwarded/By order

14th September, 1957

(Sd) S. MAHFUZUDDIN,  
Superintendent.

## APPENDIX "T"

### PRESS COMMUNIQUE

No 2

Regd No H 354

22 Bhadra 1880 Saka/September 13, 1958.

#### *Urdu in Andhra Pradesh*

A statement on the language policy issued by the Government of India, particularly with reference to the Urdu Language, is reproduced below for public information:

"A number of representations have been received from the Anjuman-e-Tarraqi-e-Urdu Hind urging that Urdu should be officially recognised in various territories where it is prevalent among considerable sections of the population. In particular, various proposals have been made for the encouragement of Urdu and the grant of facilities for instruction and examination in the Urdu language. As it appears from these representations, as well as from other sources, that there is considerable misunderstanding on this issue, it is desirable that this misunderstanding should be removed and the position of Urdu as laid down in the Constitution and in various announcements made by the Government and by the Provincial Education Ministers' Conference, be re-stated and clarified.

2 "Urdu and Hindi are very closely allied and may be considered as basically the same language. But it is true that Urdu has certain distinctive features, apart from the script in which it is usually written, and differs not only in literary style but to some extent in its vocabulary from Hindi. Urdu has grown up in India as a variation of Hindi, being influenced by various cultural currents that came to India from other countries. But it is essentially a language of our country, and its homeland is India. The Constitution has recognised this basic fact by including Urdu among the national languages mentioned in the Eighth Schedule of the Constitution. Thus, Urdu is officially and constitutionally recognised as one of our national languages, and the various provisions that apply to these languages, apply to Urdu also.

3 "While Urdu is spoken by and is considered as their mother-tongue by a very considerable number of persons in India, more especially in North India, it is not a language used by the majority of people in any State in India or in any large region within a State. In the State of Jammu and Kashmir, it is recognised as one of the State languages, the principal one being Kashmiri. In the Telangana area of Andhra Pradesh, it has also been recognised as an additional language for that region, although the principal language of the State is Telugu. In Northern India, more especially in Delhi, Punjab, Uttar Pradesh and Bihar, the use of the Urdu language has been widespread, though it is confined to a minority chiefly living in towns. In the past, the principal cultural centres of the Urdu language have been Delhi city and Lucknow.

#### *Facilities to be provided:*

4 "As a language of India which has literary distinction and vitality, it should be encouraged, in addition to other reasons, from the literary point of view. In regard to facilities for instruction and examination, the Provincial Education Ministers' Conference has laid down certain rules for its use, with which Government are in full agreement.

5 "In areas and regions where the Urdu language is prevalent, the following facilities should be especially provided:—

- (1) Facilities should be provided for instruction and examination in the Urdu language at the primary stage to all children whose mother-tongue is declared by the parent or guardian to be Urdu
- (2) Arrangements should be made for the training of teachers and for providing suitable text-books in Urdu
- (3) Facilities for instruction in Urdu should also be provided in the secondary stage of education
- (4) Documents in Urdu should be accepted by all courts and offices without the necessity of translation or transliteration in any other language or script, and petitions and representations in Urdu should also be accepted
- (5) Important laws, rules and regulations and notifications should be issued in the Urdu language also in areas where this language is prevalent and which may be specified for this purpose

"It is not necessary that laws should be passed by the Legislatures in Urdu or that every law should be issued in Urdu. But, in order to give publicity to important laws as well as rules and regulations and notifications, these, or a substance of them, should be issued in the Urdu language in specified areas. In the same way, where any border area between two States is considered bilingual, it is necessary to give publicity to important Government announcements in both the languages

#### *No rivalry*

6 "Hindi has not only been given pride of place in our Constitution, but is also the State language of Uttar Pradesh and Bihar as well as some other States in India. There can be no question of any rivalry between Hindi and Urdu. Hindi necessarily occupies the dominant position in such States. But, in accordance with the provision of the Constitution and the desirability of encouraging an important language of India, spoken and used by considerable numbers of the people, it is desirable to encourage and facilitate the use of Urdu by those who have been in the habit of using it and those who consider it as their mother-tongue. This would apply especially to Uttar Pradesh and Bihar, as well as to Delhi, which has been, for hundreds of years, one of the principal centres of the Urdu language

7 "In the Punjab, the two State languages are Hindi and Punjabi and a regional formula has been accepted in regard to their use. Urdu cannot, therefore, have the same place as Hindi or Punjabi, in the Punjab, but it is a fact that Urdu is widely known and used in the Punjab. It is therefore necessary and desirable to give it the facilities mentioned in para 5 above in the Punjab also

8 "While the policy of Government in regard to various Languages, and in particular Urdu, has been repeatedly stated and is clear, there appears to be some justification for the complaint that it has not always been fully implemented. It is necessary, therefore, for full publicity to be given to this Policy and for every effort to be made to implement it. Government regret that the question of Language has sometimes been considered from a communal point of view or looked upon as one of rivalry between languages. All the principal languages of India are the rich heritage of our country and each of them has drawn abundantly from the others. The growth of any one of them helps others to grow also. The question, therefore, should be considered from the point of view of developing all our national languages and bringing about as large a measure of understanding and co-operation between them as possible"

#### *Policy in the State*

This Government have issued necessary instructions to the State Government Officers to adopt the above policy and practice so far as it is locally feasible

Recently some representations were also made to the Government that Urdu has not been given its due place in the new State of Andhra Pradesh. These allegations are based on a misunderstanding of the facts. Immediately prior to 1st November, 1956, English was the official language of the

erstwhile Hyderabad State After the formation of the Andhra Pradesh State also, English continues to be the official language Though Urdu was not formally declared as one of the Regional Languages of the former Hyderabad State, it was used freely in the Taluk Revenue offices of the Telangana and even in District Collectors' Offices The place of Urdu in the Telangana Districts including Hyderabad continues to be the same as prior to integration

So far as services are concerned, Urdu has now been recognised as a regional language for the purpose of direct recruitment to the Andhra Judicial Ministerial Services, though it was not formally recognised as such by the former Hyderabad Government The effect of this is that candidates from the Telangana area who do not possess the initial language qualification in Telugu are now allowed to compete for the recruitment examination to the above services and also answer the language paper in Urdu in those examinations.

In certain Gazetted and non-Gazetted services, where second language tests are prescribed, Urdu is also recognised as one of the second languages and placed on a par with other regional languages in the State

Urdu has, however, not been recognised either in the past or after the formation of Andhra Pradesh as an official language of this State; i.e Urdu is not recognised as the medium of administration Even Telugu, the principal language of the State spoken by 4 out of 5, and understood by the balance, has not been made the official language of the State, although the question for the progressive introduction of Telugu is under consideration of the Government

Persons desirous of sending petitions and appeals in Urdu may do so freely and they will be dealt with in the Government offices, exactly like a petition in English or Telugu

Urdu continues to be one of the languages of Courts in the Telangana area as before Reorganisation

Urdu may also be used in the Legislature with the permission of the Speaker of the Assembly or the Chairman of the Council, as the case may be

#### IN SCHOOLS

Urdu continues to be one of the languages through the medium of which instruction is imparted in many schools in the Hyderabad City and other Telangana Districts There are a large number of schools which are intended mainly for pupils whose mother-tongue, is Urdu and in such schools, Urdu is the medium of instruction In other schools, there is provision for the running of parallel Urdu medium classes, where there is a demand for them. Pupils who are desirous of studying in the medium of Urdu may do this in those schools There is ample scope for education in the Urdu medium for those whose mother-tongue is Urdu

The Government of Andhra Pradesh have thus given as much importance to the Urdu language as is desirable in all spheres of public life and the position set out above will, it is hoped, allay the misgivings entertained in some quarters that after the Reorganisation of the State Urdu is being relegated to an unimportant place